

Childminder report

Inspection date: 15 March 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children thoroughly enjoy spending time at this vibrant and busy setting. The childminder is exceptionally warm and caring, and the children respond enthusiastically to her fun and lively approach. Children are confident and friendly as they meet new people and follow the childminder's outgoing example. They behave well. Children settle quickly and form strong bonds with the childminder. They enjoy doing things for themselves. They are capable and increasingly independent because of the childminder's praise and encouragement. Toddlers are delighted when they put on their coat and shoes, needing little help. Children have high self-esteem.

Children are deeply involved in their play because the childminder plans a wide variety of activities that spark their interest and inspire their learning. For example, they are engrossed while exploring slime and discovering the small objects within it. They learn and use new words, such as 'stretch' and 'transparent'. Children learn a great deal about the world around them and enjoy frequent outings. For example, they visit the fire station and library, build dens in the wood, climb and balance in the park and visit a museum. These valuable experiences help them build impressive vocabularies. The childminder plans linked activities, such as role play as firefighters and reading stories, so that children use the new words and develop their own ideas.

What does the early years setting do well and what does it need to do better?

- The childminder provides a broad and balanced curriculum. She understands what the children know and what she wants them to learn. She supports each child's needs well and children make good progress overall.
- The childminder encourages children to communicate confidently. She speaks clearly, using simple sentences, and explains unfamiliar words. Children rapidly learn and use new words, such as 'shred' and 'chipper' as they watch people working in the park. The childminder supports children who speak English as an additional language very effectively. She plans focused activities to teach new words. She knows the children well, so can talk to them about things that really interest them.
- The childminder is a good teacher. She makes the most of every learning opportunity. For example, she stops so children can watch workmen mending the road. They look at the different vehicles and tools and find similar toys when they get home. Washing children's hands leads to playing with bubbles, learning to blow, and naming different parts of their body.
- Children have many opportunities to count and recognise numbers. They play with shapes and build and design. However, the childminder does not plan her curriculum to ensure that children develop a secure base of knowledge

sequentially to support their future mathematical development.

- Parents speak highly of the childminder. They praise her patience and warmth in helping their children settle and grow in confidence. They value the wealth of experiences that the childminder provides and say that their children love their time with her. They comment on how well their children have learned to talk and how independent they are since being with the childminder. They appreciate her excellent communication with them, so they know how their children are doing and how they can support their children's learning at home.
- The childminder promotes children's good health. She advises parents on making healthy packed lunches for children and on oral hygiene. Children learn more about this through growing and harvesting vegetables and practising cleaning teeth. They are very physically active every day. They become strong and agile as they climb, balance and run in the many parks, woods and soft-play centres that they visit most days.
- The childminder provides a good standard of care and education for all children. She has completed the required first-aid and safeguarding training, and allergen awareness and food hygiene training. She shares ideas with other childminders, and researches relevant topics. For example, she knows how to recognise and support patterns of children's play. However, the childminder is yet to fully reflect on her teaching to identify areas for professional development, in particular to support children's mathematical development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of the likely signs that a child may be at risk of harm or abuse. She builds trusting relationships with children and their families, so they are confident to share worries with her and seek help at an early stage. She understands the local safeguarding partnership's procedures for reporting concerns about children's welfare and potential allegations made about her practice. The childminder provides a safe home and assesses risks before taking children on outings. She teaches children how to keep themselves safe, such as practising fire drills, walking safely alongside roads and crossing the road. Children follow her instructions very well.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- strengthen good teaching skills further, especially in mathematical development, to ensure that the curriculum is sequenced and children build their knowledge step by step.

Setting details

Unique reference number	2595064
Local authority	Swindon
Inspection number	10263087
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 11
Total number of places	5
Number of children on roll	12
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She lives in Upper Stratton, Swindon. She cares for children from 7am until 5.30pm, all year round. She offers care outside these hours by arrangement. She receives funding for free early education for three- and four-year-olds.

Information about this inspection

Inspector

Rachel Edwards

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder talked to the inspector about her intentions for children's learning and looked at how she organises her home and resources. They discussed how she implements her curriculum and the impact this has on children's learning.
- The inspector observed the quality of care and education the childminder provides. She watched children playing with the childminder at home and walked with them to the park, and assessed the impact that this was having on children's learning.
- The inspector spoke with one parent and read others' comments and took account of their views.
- The inspector sampled relevant documents, such as evidence of training and the suitability of adults living in the childminder's home.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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