

Childminder report

Inspection date: 22 February 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 demonstrate they are comfortable and at ease in the childminder's and her assistant's care. They show they have formed secure attachments with them, readily approaching them for a cuddle when they wake up until they are ready to explore again. Children form good friendships with others and work together cooperatively. They stir their pancake mixture with various utensils and add extra ingredients while singing together: 'We are making pancakes, yum, yum, yum!'

The childminder has high expectations for children's learning. As younger children sleep, older ones recreate the scene in their play. They make beds out of blocks, put people and animal figures on them and cut paper to make blankets. The childminder challenges children's learning, and they work out if there are more people than animals or if the blankets they have made are smaller or bigger than the figures. Younger children show a positive attitude towards their learning. They concentrate well and sing to themselves as they transport 'dominos' from one container to another. They persevere for long periods and develop good hand-to-eye coordination.

The childminder has a clear curriculum intent for the children and offers them broad and balanced experiences. The childminder knows what she wants them to learn and the skills they need to gain in readiness for pre-school and their eventual move to school. Children, including those who receive additional funding, make good progress from their starting points.

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

- The childminder reflects on her practice and identifies areas for improvement. She is currently working on her accreditation for the 'curiosity approach' and is committed to ensuring that this is implemented correctly to benefit the children's learning. The childminder implements new ideas into her practice. For example, to strengthen children's hand muscles, she has introduced spray bottles, play dough with natural resources and mark making in the mud using twigs and their fingers.
- The childminder and her assistant promote children's language development skilfully. They repeat simple words with the younger children such as 'mix, mix' and 'stir, stir'. They encourage older children to predict what may happen, such as if they add more flour or water to the mixture. Children use words such as 'thicker', 'watery', 'sweet' and 'sour' to describe the textures and tastes of what they are using. They solve problems as they work out that the spoon with holes is not suitable to move the mixture from one container to another.
- Parents report they are very happy with the care their children receive and the progress they are making. Parents say their children really enjoy attending and

that they enjoy the available activities. Parents feel supported, such as with potty training and accessing funding. They report they like receiving photos of their children during activities via an online application.

- Children show interest in books, have favourite stories and choose these to look at with the childminder and her assistant. However, at times, the assistant speaks too quickly and does not use different tones of voices, for example to maintain children's engagement. She redirects them to another activity before she has finished the story. This does not fully support all aspects of their early literacy development.
- Children are keen to go outside and play in the fresh air. They have opportunities to use their senses, climb and balance on the tyres and planks of wood. However, opportunities for children to engage in exuberant physical activities are not a well-established part of the daily routine. This would further support their physical development.
- The childminder's assistant, although very new to the setting, has a clear vision for her professional development. The childminder is in the process of setting up regular times for reflection so she can give feedback on the assistant's strengths and suggest improvements to her practice, including storytelling.
- Children's behaviour is very good. They learn how to wait their turn, share and enjoy group times. Older children remind younger children that it is their turn to 'have a go'. The childminder and her assistant praise the children for their achievements, and this promotes their self-confidence.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a sound knowledge of safeguarding and child protection concerns. She knows the procedures to follow if concerned about a child's welfare or if an allegation is made against her or her assistant. She knows when to discuss concerns with parents and when to go straight to the relevant agencies. Her assistant, although relatively new, has gained some safeguarding knowledge and knows what to do if concerned about the childminder's practice. Children learn how to keep themselves safe. For example, when using the scissors, they are encouraged to remember how to hold them safely and what they should be used for.

What does the setting need to do to improve?

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

- train staff to enhance children's literacy development more effectively, particularly developing their love of books and stories
- provide more opportunities for children to engage in exuberant physical activities.

Setting details

Unique reference number	2602801
Local authority	Swindon
Inspection number	10264303
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	0 to 11
Total number of places	12
Number of children on roll	14
Date of previous inspection	Not applicable

Information about this early years setting

The childminder was registered in 2020 and lives in North Swindon. She operates from Monday to Thursday, 7.15am to 6pm, all year round. The childminder works with an assistant. She receives funding for the provision of free early education for children aged two, three and four years. The childminder has a degree in Early Childhood Studies.

Information about this inspection

Inspector

Charlotte Jenkin

Inspection activities

- This was the first inspection the childminder has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken this into account in their evaluation of the childminder.
- The childminder spoke to the inspector about her intentions for children's learning.
- Children spoke to the inspector about what they enjoyed doing with the childminder.
- The inspector observed the quality of education being provided by the childminder and her assistant, indoors and outdoors, and assessed the impact this was having on children's learning.
- The childminder and her assistant discussed an activity with the inspector and evaluated the impact on children's learning.
- The inspector spoke to parents and took account of their views.
- The childminder made some documentation available for the inspector to sample, including training certificates.

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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