

Childminder report

Inspection date: 31 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

The childminder reflects on her provision well. She talks with her assistant, children, and parents to help her make positive changes. She and her assistant are looking at ways in which they can make the children's early education with them a more comfortable, enriching, social experience. They listen and follow children's interests, using these to engage children in different activities. The childminder is enhancing the curriculum she provides to include different experiences, outings, and natural resources to stimulate and extend children's learning.

Children's play spaces are open and inviting with lots of accessible toys, books, building blocks and craft materials. Older children communicate well. They talk animatedly with each other and the childminder, as they predict what might happen in stories. Younger children use puppets with the assistant, who models words and sounds for children to copy. Children say 'woof' as they recognise the 'dog' puppet.

The childminder makes good use of the local community to teach children about the wider world. They regularly visit local parks and forests to explore nature. On visits to the library, children listen to stories, meet authors of new books and choose books to read with the childminder at home. At the nearby transport museum children get to experiment and explore different activities. Children learn to mix in larger groups, share and take turns helping to prepare them for moving on to preschool and school.

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

- The childminder is keen to improve the quality of education and care she provides. She makes sure she and her assistant continue their professional development through attending training courses, network meetings and supervisions. She regularly discusses what children are learning, changes to the play spaces and resources with her assistant to ensure that they tailor teaching to what children need to learn next.
- Partnership with parents is strong. The childminder shares plenty of information and photographs with parents about their children. Recent photographs include the nests children made with twigs, leaves and other natural materials they collected on a walk. The childminder listens to parents well to find out what children do at home and shares ideas for learning and development. She quickly picks up when children may need extra support. She talks with parents to find out what help children might need. She seeks advice from other professionals to make sure support is in place to help children learn well. All children, including those with special educational needs and/or disabilities, make good progress.
- Children learn to care for each other, their toys and play spaces. The

childminder and her assistant are good role models and offer consistent support for children when they struggle with their emotions. For example, they remind children to use 'kind hands' when they try to snatch toys from each other. Older children know that they can use a sand timer to take turns with favourite toys. When it is time to put the toys away the childminder uses actions and sound signals to let children know what is happening. She encourages all children to help and offers warm praise when children remember where the different toys go.

- Children make confident choices about what they want to play. The childminder and her assistant are eager to engage the children in the planned learning experiences. They sometimes miss chances to extend the learning as well as they could, to ensure that they build on all children's skills and knowledge.
- Children have fun with the dough made by the assistant. All children join in exploring the texture, colour and smell, saying it smells like chocolate. However, younger children do not stay for as long, as they lose interest. Older children continue to play. They mould and shape the dough, fitting it into different packages. They talk about the shapes they are making, recognising circle, square and rectangle.
- Children enjoy looking at photographs of past outings. They recall making flapjacks, which gave them energy to climb the 'mountains' on a recent walk. They recall the names of friends who are not here today and tell the childminder what they like doing. As children play, the childminder and assistant interact well with them.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a good understanding of how to keep children safe. The childminder makes sure she and her assistant keep their safeguarding knowledge and first-aid practice up to date through regular training courses. They know the possible signs and symptoms of abuse and how to record and refer concerns about the welfare of children. The childminder makes sure she and her assistant know the procedures to follow should there be complaints or allegations. The childminder carries out daily checks to minimise or eliminate potential risks for children in the house, garden and on outings, including the drop off and collection of children from school.

What does the setting need to do to improve?

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

- continue to build on what children know and can do to help them extend their learning and development.

Setting details

Unique reference number	2609323
Local authority	Swindon
Inspection number	10276106
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 10
Total number of places	6
Number of children on roll	12
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in January 2021. She lives in the Churchward area of Swindon. She offers care from 8am to 5pm, Tuesday to Friday, all year round except for bank holidays and family holidays. The childminder works with an assistant.

Information about this inspection

Inspector
Anita McKelvey

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 provider and has taken that into account in their evaluation of the setting.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector talked to the childminder and the assistant at appropriate times during the inspection and took account of their views.
- The inspector carried out joint observations of group activities with the childminder.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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