

Childminder report

Inspection date:

6 April 2023

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

What is it like to attend this early years setting?

The provision is outstanding

The childminder is passionate about children's learning. She uses her extensive knowledge and experience to plan and provide an enabling curriculum where children flourish. The children are eager to learn and enjoy the freedom to choose activities. They confidently move around different areas of learning. The childminder involves the children in decision-making, for example they have choices in what they would like to do next. Children have made exceptionally strong bonds with the childminder. The children are extremely secure and readily have cuddles.

The childminder skilfully builds children's communication and language. For example, children sing songs, such as 'Five Little Ducks'. Children ask for more songs. The childminder talks to the children about animals. They learn words such as 'hippopotamus'. The children have fun while deepening their learning.

The children listen and follow instructions exceptionally well. Young children join in tidy-up time ready for the next activity. The childminder constantly promotes children's independence skills for play and in managing their self-care needs. For example, she sings the same songs while the children wash their hands, helping them to remember more. Children's behaviour is excellent. They are kind and patient and learn how to be considerate to their friends. The childminder sensitively supports children to work out how to take turns when playing.

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

- The childminder plans motivating learning opportunities across all areas of the curriculum. She focuses her teaching on children's language and communication and promoting children's independence skills. The childminder inspires the children to learn more, centred on what they can already do. For example, younger children are learning to recognise colours and shapes. Together, they find different colour 'pretend eggs' by investigating the Easter activity. The children also learn about textures. The childminder introduces new words, building their vocabulary while they play, such as 'rough, smooth' and 'stripes'. The children squeeze open the pretend eggs to find a surprise, building their fine motor skills further.
- The childminder nurtures children's love of books. This extends children vocabulary and early literacy skills. They take trips to the library and children choose their favourite stories, such as the 'The Deep Dark Woods'. The children listen intently, joining in with the story. They recall and finish sentences before the childminder reads the words. Children ask questions about the pictures. They want to have more stories when the book has finished.
- The childminder is an excellent role model. She is consistently respectful, such as making sure children agree to nappy changes. Children respond with 'yes

please' or agree to let other children go first. The childminder places an emphasis on promoting positive emotional development, allowing children to talk about their own feelings and those of others.

- The childminder uses her extensive knowledge and experience to help identify children with special educational needs and/or disabilities. She monitors children's progress and identifies any gaps in their learning. She uses the information she gathers from children's progress summary check at two years to work in partnership with parents and to refer to relevant agencies, if needed. The childminder's excellent relationship and communication with parents means children receive rapid support.
- The childminder is excellent at joining in with children's play. For example, the children are playing with the dolls, developing their imagination skills. She teaches the children to wrap the dolls up to keep them warm. The children talk about what they are doing and seeing. They notice birds in the garden while playing, they stop and talk about what they see. They count the birds together. The childminder encourages the children to notice more about the world around them.
- The childminder understands the importance of developing children's physical skills. For example, children play with the play dough using natural resources to develop their fine motors skills. As they play, the childminder teaches the children about their bodies. She explains how they are using their muscles to 'push and pull'.
- The childminder recognises the impact COVID-19 has had on children's social and communication skills. She plans regular outings for the children with other childminders. Parents value the opportunities and notice how confident their children have become.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an excellent understanding of her role and responsibilities for keeping children safe. She keeps her knowledge up to date by attending training, such as on the 'Prevent' duty and data protection. She is fully aware of safeguarding procedures and knows how to report a concern and where to seek advice. The childminder carefully considers, and risks assess all activities and trips that the children go on. She uses her knowledge to keep children safe. For example, children learn to hold tools safely for chopping. She also checks for potential hazards in the home and checks the garden for safety.

Setting details

Unique reference number	2614449
Local authority	Swindon
Inspection number	10280998
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 3
Total number of places	5
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Highworth, Swindon. She operates all year round, from 7am to 6.15pm, Monday to Friday except for bank holidays and family holidays. She holds a level 3 qualification and is trained in the Montessori approach. The childminder provides funded education for two-, three and four-year-old children.

Information about this inspection

Inspector
Verrity Simons

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- 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 communicated with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023