

Childminder report

Inspection date: 7 February 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are confident and extremely well settled in this nurturing, home-from-home environment that the childminder creates for them. Children enjoy their time here and form very strong bonds with the childminder. Babies that have very recently started are well cared for and very content. They happily play alongside the other children and enjoy cuddles from the childminder when they need reassurance.

The childminder creates and delivers an ambitious curriculum that she adapts to meet the needs of all the children in her care. She uses her knowledge of what the children already know to sequence her curriculum. For example, babies that are developing their physical skills are encouraged to stand to activities to strengthen their leg muscles for walking. Older children are learning the importance of communicating their thoughts and needs. The childminder gives children time to speak. She listens with intent and responds appropriately.

Children display excellent behaviour. They are respectful of their environment and others around them. Older children cuddle babies and offer them toys if they see they need comfort. They are mindful of babies in their space and carefully play around them. If children become frustrated, the childminder quickly recognises this. She gets down to their level and calmly talks to children about how they are feeling and why. Children quickly calm and return to play.

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

- The childminder keeps herself up to date with training and any changes to legislation. She has recently attended local safeguarding training and an early years foundation stage (EYFS) forum to ensure that she is delivering good teaching and keeping children safe in her environment.
- The childminder knows all her children very well. She obtains information from parents when children first start. She uses this information along with the knowledge from her assessment and monitoring of children to identify children's next steps for learning and any potential gaps.
- Children practise the skills they have already learned to become increasingly confident and independent. They strengthen and develop their small hand and arm muscles ready for early writing when they tip and pour rice with various cups and scoops. Babies crawl around the floor and select toys they wish to play with. Older children wash their hands for mealtimes and wipe their own noses, and all children are encouraged to feed themselves at mealtimes.
- The childminder takes children out in the local community. They go on walks in the woods, visit the lakes and meet with other childminders. Children learn how to be safe. However, the childminder does not always utilise the outdoor space

effectively to enable those that learn better outside to be active learners and further extend their investigation and exploration in this environment.

- The childminder has very good partnerships with parents. Parents of children who have recently started share that they are extremely happy with how well their children have settled and how it has made the transition for them all an easier one. The childminder provides families with daily updates about children's care, both electronically and verbally. She also updates parents with children's learning and development.
- The childminder creates exciting group activities for children to access. Children use their senses to explore coloured rice, chopsticks and text cards in Mandarin and English to celebrate Chinese New Year. The childminder asks children who need further challenge if they can make numbers in the rice with their chopsticks. They positively attempt this. However, at times, children that are quieter lack sufficient support from the childminder to help them engage with purpose. They pull the chopsticks apart, wander off and become unsure of what to do.
- The childminder is a good role model for children's language and communication. She talks to children throughout their routines and provides them a narrative in play. For example, she uses the one-on-one engagement at nappy changing time to talk children through their nappy change routine. She sparks discussions with older children about their play and asks them questions to challenge their thinking. Children become confident communicators.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- enhance the use of the outdoor area to allow children to develop their exploration and investigation skills further
- support the quieter children more effectively during group activities, so they can fully engage with purpose and benefit from the learning opportunities provided.

Setting details

Unique reference number	2629723
Local authority	Swindon
Inspection number	10299700
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 2
Total number of places	6
Number of children on roll	7
Date of previous inspection	1 June 2023

Information about this early years setting

The childminder registered in 2021. She works with a co-childminder from her home in Swindon. The childminder provides care for children from 8am until 5pm, Monday to Thursday. The childminder provides care all year round. She has an appropriate level 2 qualification.

Information about this inspection

Inspector

Sarah-Louise Clements

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their EYFS curriculum.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and children.
- The inspector carried out a joint observation of a group activity 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.

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 2024