

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

The childminder knows all the children in her care very well. Before they start with her, she spends time getting to know them and gathering information from parents. She uses this information to tailor her care to best suit the needs of the children. She settles babies who have recently started by cuddling them and speaking to them softly to provide reassurance. Older children enjoy interactions with her and seek cuddles when they need them. Children develop strong bonds with the childminder and show they are safe and secure in her care.

The childminder structures an ambitious, well-sequenced curriculum that she tailors to meet children's needs and help them achieve their next steps for learning. The childminder has a big focus on developing children's confidence and independence to help ensure that they are ready for the next stage in their learning. For example, she encourages babies that are learning to be mobile to spend time on their tummy and reach for items. Older children wash their hands for mealtimes, wipe their noses and use cutlery to feed themselves at lunchtimes.

Children with special educational needs and/or disabilities (SEND) are extremely well supported. The childminder uses her extensive knowledge of the children to ensure that she provides them with a highly inclusive learning experience. She creates excellent relationships with families and external professionals to ensure that children receive the best possible care. The childminder is mindful of any activities or situations that may be more difficult for those children with SEND. She adapts her teaching style and activities to ensure that these children get the same opportunities as others. For example, for those that can find mealtimes overwhelming, the childminder provides a calm and relaxed experience and encourages the children to eat at their own pace.

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 attends training which is provided by the local authority, including safeguarding and curriculum updates. She reflects on her practice with her co-minder to ensure the children in her care are receiving good-quality provision. For example, the childminder ensures that the environment is safe and accessible for all children. She encourages independence by allowing children to select resources of their choice and she supports them to engage with purpose. All children are happy and well cared for.
- Partnerships with parents are effective. Parents share that the childminder provides their children with a caring and nurturing environment and they have made excellent progress while they have been attending. Families receive daily updates about children's care, both electronically and verbally. The childminder

also keeps parents up to date with children's learning and development and how they can support this at home.

- Children begin to learn the importance of a healthy lifestyle. The childminder provides them with a wide range of home-cooked foods for meals and snack times. Children learn how to keep themselves safe and develop their physical skills when they use large play equipment in local parks and go on walks in the woods.
- Children are confident communicators. They use language to make their needs and opinions known. For example, children approach visitors and tell them about what they are playing with. When the children explore the sensory tray, they say they are 'sprinkling' the rice. The childminder is quick to respond and continue the conversation during play, encouraging children to describe what they are doing and make links with what they already know.
- Children behave well. They are respectful of others and their environment. For example, when it is time to tidy up, children work together to put the toys away. The childminder says 'good helping' to reinforce children's good behaviour. However, at times, when children run inside or throw toys, the childminder says 'no throwing' or 'no running' but she does not always remind children why this is important and the impact their actions may have on themselves or others.
- The childminder fosters children's love of books. She excitedly engages them in a story about families. The children listen intently. The childminder holds the children's attention by asking questions and getting them to recall their home experiences. For example, she asks children if they think their mummies are strong. Children shout, 'Yes!' and they act out the picture in the book. Children go on to discuss where they go shopping with their families and how they make them happy. Children are confident to share their home experiences.

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:

- consistently remind children of behaviour expectations, why these are important and the impact their actions may have on themselves or others.

Setting details

Unique reference number	2629862
Local authority	Swindon
Inspection number	10299850
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 2
Total number of places	7
Number of children on roll	6
Date of previous inspection	1 June 2023

Information about this early years setting

The childminder registered in 2021. She works in her co-childminder's home in Swindon. The childminder provides care for children from 8am to 5pm, Monday to Thursday. The childminder is in receipt of early years funding for the provision of free education for children aged two years.

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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- 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.

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