

Childminder report

Inspection date: 11 November 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	Not applicable

What is it like to attend this early years setting?

The provision is good

This nurturing, friendly childminder welcomes children into this stimulating home-from-home environment. Young children engage in their chosen play for long periods of time. They ask the childminder questions and show a positive attitude towards learning. The childminder understands the importance of children developing high levels of confidence and self-esteem. She works hard to ensure that she builds strong connections with them and their families. The childminder provides the children with meaningful praise and celebrates their individual achievements. Children feel safe and secure in her care.

The childminder has clear expectations for children's learning. She emphasises the importance of children developing strong social skills and provides children with a range of experiences. The childminder takes the children out in the community. They attend a local playgroup where they meet with other childminders and their children. This enables the children to practise emerging social skills in larger groups and build new friendships.

The childminder provides opportunities for the children to gain knowledge of the local community and the wider world. The childminder and the children attend part of a Remembrance Day service. They join in with the prayers and hymns. Children explore the war memorial. They count the poppies and recognise the different number on the plaques. The children use a range of mathematical language, such as 'more', 'big' and 'small'. This supports children's early mathematical skills.

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

- Young children know how to behave and stay safe when out in the community. The childminder sets the children clear rules, expectations and boundaries. She gives the children gentle reminders to reinforce positive behaviour. Children listen and follow the childminder's instructions. They stay close and hold her hand when asked. Young children show kindness towards each other. They help one another when needed and have formed strong friendships.
- The childminder understands the importance of developing children's self-care and independence skills. Children show determination as they do up their waterproof trousers and try to put their coats on using the 'magic coat trick'. The childminder ensures that children clean their hands before mealtimes. However, she does not teach young children how to wash their hands using soap and water. This means that children do not learn the correct technique for washing their hands to embed healthy practices in later life.
- Children have lots of opportunities to develop their physical skills. They confidently climb on play equipment at the park and take long walks outside. This strengthens their core muscles and coordination. The childminder helps

children to strengthen their wrist muscles in preparation for writing. Children make poppies pictures. They spread the glue over their poppy shape and pick up little bits of tissue paper to place on top, which supports their creativity and imagination.

- Parents praise the childminder for her continued support and dedication. They value the time their children spend outside and the rich experiences on offer. The childminder provides parents with detailed feedback on their child's progress and development. She provides activity ideas to support learning at home. The childminder provides good support for children learning English as an additional language. She gathers simple words from parents to use in everyday play. Children love attending the childminder's home. This creates a trusting partnership with parents.
- The childminder continuously narrates what she is doing to the children. She introduces simple vocabulary and repeats words back to the children using the correct pronunciation. The childminder asks open-ended questions to spark new conversations. She listens to the children's thoughts and ideas, which helps build their confidence in communicating with others.
- The childminder plans activities that are based on children's interests and next stages of learning. She interacts with the children at key moments to support them in achieving their learning goals. The childminder identifies any gaps in their learning and seeks support from other professionals. However, the childminder could do more to support children's unique and emerging needs more effectively, particularly those with limited language, to help close any gaps in learning promptly.

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:

- help younger children learn the importance of healthy practices and how to manage their own hygiene needs
- support further children's unique and emerging needs more effectively to help close any gaps in learning more quickly.

Setting details

Unique reference number	2683387
Local authority	Swindon
Inspection number	10363635
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	2 to 2
Total number of places	6
Number of children on roll	2
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in July 2022. She lives in Swindon, Wiltshire. She operates all year round, from 7.30am to 5.30pm, Monday to Thursday, except for family and bank holidays.

Information about this inspection

Inspector

Louise Phillips

Inspection activities

- The inspector and the childminder completed a learning walk where we discussed the provision and the curriculum.
- The inspector observed the quality of education during both indoor and outdoor play and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder.
- The inspector held a meeting with the childminder to discuss how they self-evaluate the provision.
- The childminder provided the inspector with documentation to demonstrate her suitability.
- The inspector spoke to parents on the phone to gain their feedback.
- Children spoke and engaged with the inspector during the inspection.

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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