

Childminder report

Inspection date: 29 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 warm and friendly childminder welcomes the children into this nurturing home-from-home environment with open arms. The children show they feel safe and secure as they freely explore the playroom. They seek out their friends and get out their favourite toys. The childminder places a high focus on developing strong relationships with the children and families in her care. She celebrates each child's achievements and reassures them when needed. Children show high levels of confidence and develop high levels of self-esteem.

The childminder has clear intentions for children's learning. She understands the importance of enhancing children's communication and social skills. The childminder repeats words back to the children using the correct pronunciation. She introduces new words and their meanings to enhance their vocabulary. Children listen intently to the childminder who reads their favourite books. They look at the pictures and identify the different coloured buttons. The childminder encourages the children to join in with familiar phrases. She asks the children questions and listens to their ideas. This develops children's confidence in communicating with others and sharing their thoughts.

Children form new friendships and practise their emergent social skills in larger groups. The childminder takes the children out in the community. They walk to the local school where they say hello to familiar people in the playground. The childminder meets with other childminders and their children. They visit the local parks and enjoy picnics. Children form new friendships and practise their emergent social skills in larger groups.

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

- The childminder plans activities based on the children's interests. She is passionate about children learning through play and exploration. The childminder observes the children and identifies their next stages of learning. She interacts with the children at key stages to extend their knowledge and understanding past what they already know and can do. Children make clear progress from their starting points.
- Children enjoy participating in craft activities. The childminder and the children collect leaves on their morning walk. They talk about the different seasons and the changes happening around them. The childminder talks about the different size and shapes of the leaves. The children decide to make leaf faces. They use paint pens, push down hard and ensure every part of their leaf is covered. The childminder passes the children some googly eyes. She encourages them to count them out. Children proudly show the childminder what they have made and she praises them for their efforts. This supports children's creativity and

strengthens the muscles needed for later writing skills.

- The curriculum for mathematics is embedded in everyday routines. The childminder uses every opportunity to get the children to count and use mathematical language. Children count out the buttons in a story and identify different numbers. They count out their raisins and categorise leaves by size. The childminder encourages the children to play different number games. The children put the numbers on the cards in the correct order. This supports children's early mathematical skills.
- Parent partnerships are strong. The parents praise the childminder for her continued knowledge and dedication to their children. Parents receive guidance and support on issues such as fussy eating and supporting speech and language. They receive detailed feedback on their children's overall development and ideas to support learning at home. The childminder focuses on building a supportive community with her parents. She invites them to events at her home or activities, such as going to the cinema to watch a film. This has created a trusting relationship between the childminder and her parents.
- Children play well alongside each other. The childminder is a good role model. She encourages the children to use their manners and to wait their turn. When minor conflicts arise, the childminder supports and demonstrates to the children how to resolve them. The childminder provides gentle reminders to reinforce the rules and boundaries of her home. Children begin to learn how to manage their feelings and behaviours effectively.
- The childminder works closely with other professionals to help those children with emergent needs and gaps in their learning. She attends training to enhance her knowledge and understanding. The childminder shares information with other settings that children attend to ensure a consistent approach to children's learning and development.
- Children independently use the toilet and complete some self-care routines. They enjoy helping to complete daily tasks such as tidying away their toys. However, the childminder does not use every opportunity to promote children's independence. For example, at mealtimes, the childminder opens the children's lunch boxes and plates up their food, which limits the opportunities for children to learn how to do this for themselves.

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 children's independent skills, particularly at mealtimes.

Setting details

Unique reference number	2686149
Local authority	Swindon
Inspection number	10363659
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	3 to 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Swindon. She is a qualified teacher in early years. The childminder operates from 7.30am to 6pm, Wednesday and Thursday, and from 7.30am to 4.30pm Friday, all year round.

Information about this inspection

Inspector

Louise Phillips

Inspection activities

- The inspector and the childminder discussed the provision and the curriculum.
- The inspector observed the quality of teaching 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 inspector looked at relevant documentation, such as the paediatric first-aid and safeguarding certificates.
- The inspector spoke to parents and took account of written testimonials.
- Children spoke to 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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