

Childminder report

Inspection date: 9 September 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

The childminder knows the children very well. She has a caring manner and makes children feel welcome and happy in her home. She is in tune with their needs, and is sensitive to their feelings and any changes to their well-being or confidence. Children develop close bonds with her. They enjoy a cuddle and seek her out to share their experiences or invite her into their play. They thrive on the attention and reassurance she gives them.

The childminder's curriculum, including her planned activities and environment, focuses closely on children's interests and learning needs. The childminder is mindful of letting children explore in their own way and they readily test out their ideas as they explore. Children are fascinated to mix cornflour and water. They add different food colourings and experiment with the effects they can create. The childminder readily explores with the children and inspires the younger children very well. Older babies put their hands in to explore the mixture and relish the sensory nature of it. Older children talk about colours and use mathematics language for quantity and size.

The childminder provides children with time to manage tasks themselves and gives them lots of encouragement and praise to help their perseverance and success. Children learn to take off their shoes and socks themselves, to cut up fruit and persevere to attach construction resources. They are gaining some positive attitudes to learning and key skills for their future.

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

- The childminder promotes children's communication. She gets down to the children's level, modelling words and offering explanations. Children gain confidence in speaking. Older children show good conversation skills and happily chat with the childminder. Children love books and stories, selecting these independently. The childminder takes the time to read to the children. She listens to them, discussing the points they are interested in. She offers explanations of new concepts and develops their understanding well.
- Children build their social skills effectively. They enjoy being with other children of their own age. The childminder teaches children about behaviour expectations and helps them begin to appreciate the needs of others. She uses a calm and consistent approach, patiently persevering with her reminders and explanations.
- The childminder takes children out every day. She regularly meets with another local childminder to facilitate children mixing with a larger group of children. She takes children to the library, and they visit local parks and woodlands. She complements the experiences children get at home to develop their confidence in different situations and their understanding of the world.

- The childminder is experienced and understands how children learn. She undertakes observations of children as they play to assess their development, outlining clear next steps in their learning. However, at times, the childminder does not adapt the activities and her support effectively for the differing ages of the children. This means their engagement, attention and learning does not always progress as much as possible.
- The childminder has good relationships with parents and shares information and ideas with them to help support children's learning at home. The childminder also promptly links with other settings children attend to ensure there is a consistent approach to the support children receive. Parents say that the childminder puts a lot of thought into her fun activities. Their children develop skills and the childminder prepares them well for their next stage, such as moving on to pre-school or school.
- Children's physical well-being and health are promoted well. They enjoy healthy snacks and drinking water and learn good hygiene routines. Children relish the freedom to move between the childminder's playroom cabin and the garden. Older babies develop their strength and confidence as they negotiate small steps and different equipment and resources. Older children build with construction items and play with balls, developing their coordination well.
- The childminder is dedicated to the children and families who use her provision. She thinks about what she provides. She works with another local childminder to share good practice ideas and undertakes training to gain new knowledge and continue to develop her teaching and provision further.

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:

- adapt teaching to fully support the differing needs and ages of the children involved in an activity, extending their attention, engagement and learning as much as possible.

Setting details

Unique reference number	2741260
Local authority	Swindon
Inspection number	10349510
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 7
Total number of places	6
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder previously registered with a childminding agency and registered with Ofsted in 2023. She lives in the Cote/Badbury Park area of Swindon, Wiltshire. She calls her provision Butterflies Childminding. She operates from 7.30am to 5.00pm, Monday to Thursday, all year round, with five weeks off per year for family holidays. The childminder holds an appropriate qualification at level 3. The childminder is in receipt of early education funding for babies over nine months old, as well as two- and three-year-old children.

Information about this inspection

Inspector

Rachel Howell

Inspection activities

- This was the first routine inspection of the childminder since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the provision.
- The inspector viewed the areas used for childminding and discussed with the childminder how she implements the educational programmes for the children.
- The childminder and the inspector evaluated the effectiveness of an activity together.
- The inspector observed the children and the childminder and spoke with them at appropriate times during the inspection.
- Parents shared their views of the childminder's provision with the inspector.
- Relevant documentation was reviewed by the inspector, including suitability checks and paediatric first-aid qualifications, and the childminder discussed her procedures for safeguarding the children.

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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