

Childminder report

Inspection date: 7 August 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

Children are happy, and they thrive under the care of this nurturing childminder. They feel safe and secure, confidently choosing the resources they want to play with. For example, the children build tracks and ramps for vehicles. The childminder joins in with their play. Together, they test the speed of the cars going down the ramps, guessing which one will be the quickest. The childminder extends learning by offering a tape measure for the children to see how far the cars go by measuring the distance. Children count and learn words such as 'fast' and 'slow', building their mathematical knowledge.

Outdoors, the children develop their physical skills as they practise balancing on the stepping stones and balance boards. The childminder supports children to help each other and play together. She continues to ignite children's curiosity and develop their concentration in the 'science laboratory'. The children are fascinated by adding 'fizzy bath bombs' to the water to create 'volcanoes'. All children develop a positive attitude towards their learning.

The childminder promotes children's confidence and self-esteem. For example, she gently encourages the children to join in at tidy up time. The children respond positively with praise. They are polite and behave well.

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

- The childminder gathers information from home and uses the children's individual experiences to inform her planning. She monitors the children's learning. This enables her to identify areas of focus and plan what the children need to learn next. For example, children play with large blocks to develop their physical strength. As their hand muscles develop, the childminder introduces small tools to increase coordination and develop their hand muscles in readiness for writing. Through the childminder's careful planning, the children make good progress with their learning and development.
- The childminder has a passion for developing children's communication and language. She comments on what the children are doing, modelling language as they play. She sensitively repeats back words to check their understanding. However, on occasion, the childminder does not give the children enough time to respond with their own ideas and fully investigate what they can do.
- The children listen to stories with excitement, pointing to pictures and answering questions. The childminder engages the children in conversations to develop their language skills. To further support their early literacy, the childminder takes the children to visit the library. This helps to deepen their literacy skills, ready for their next stage of learning.
- Children develop good independence with the childminder's support. For

example, they learn to use the toilet and wash their hands on their own. The children also help prepare snacks by setting the table, pouring their own drinks and practising cutting fruit. The childminder teaches them how to use knives safely. The childminder explains to the children about healthy living and why fruit is good for them. After eating, the children use a mirror to ensure that their faces are clean.

- Parent partnership is strong. The childminder keeps parents informed of their child's progress and offers support and advice. Parents receive updates at the end of each day. The childminder shares ideas to help parents support their children's learning at home. The parents have noticed how much their children are learning. They value the childminder's passion for childminding and the support they receive.
- The childminder is dedicated to her role. She recognises the importance of keeping her knowledge and skills up to date. She regularly takes on training, for example, 'Dingley's Promise' to further develop her skills to support children with special educational needs and/or disabilities. In addition, the childminder also accesses support from the local authority advisers to continue to build her good practise ideas.
- The childminder enriches the children's opportunities with trips into the community to help them learn about the wider world. For example, they visit allotments to learn how plants grow and where food comes from. At the park, children learn to socialise with other children. The childminder has recently employed a childminding assistant, who helps when they go out into the local community.

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:

- give children more time to think for themselves and build on their own ideas.

Setting details

Unique reference number	2758736
Local authority	Swindon
Inspection number	10349441
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 4
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 was previously registered with a childminding agency from July 2022 to November 2023. She registered with Ofsted in November 2023. The childminder lives in Swindon, Wiltshire. She operates all year round, from 8am to 5pm, Monday to Thursday. The childminder holds an appropriate early years level 5 qualification. She employs a childminding assistant. The childminder provides funded early education for three-year-old children.

Information about this inspection

Inspector

Verrity Simons

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- Children communicated with the inspector during the inspection.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to parents during the inspection and took account of their views.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the curriculum.

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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