

Childminder report

Inspection date: 8 October 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The childminder is warm, friendly and passionate about making children feel welcome and special at her homely setting. She provides consistent daily routines that help children feel safe and comfortable in her care. Children freely explore a wealth of resources. They are provided with opportunities to go on exciting outings, which further enhance children's understanding of the world around them. The childminder's curriculum is tailored to meet children's needs, abilities and interests. She observes children at play and completes accurate assessments of their development. The childminder plans for children's future learning to support their readiness for their next stage in education. For example, she encourages children to squeeze, mould and flatten play dough. This helps to develop children's hand-and-eye-coordination and strengthen their small hand muscles in preparation for holding writing equipment.

Every day with the childminder fills children with anticipation and excitement about their busy day ahead. The childminder has high expectations for each child's development and sensitively cultivates their curiosity to explore, investigate and learn. Children begin to think critically and seek answers to questions, such as when they find a spider in a tray with resources in and consider the best place to put it so it remains unharmed. The childminder expertly helps to encourage children's good behaviour. For instance, she fully involves children in making their own choices. Children follow the childminder's lead and begin to show a sense of mutual respect for others.

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

- The childminder is well-organised and reflective about providing a high quality of care and education. She researches to acquire good practice, as well as observes other professionals when on outings to provide fresh experiences for children. For instance, by taking part in regular sessions in the forest run by qualified staff, the childminder's knowledge has grown. She plans exciting opportunities for children to handle natural items and use their imaginations to create unique models. The childminder recognises the benefits of children using their own ideas, which helps them to feel confident and valued.
- Communication and language is given a high priority. The childminder repeats words clearly for young children to copy and begin to apply. She skilfully extends their vocabulary by adding more descriptive words while they play, such as explaining that the stalks on leaves are tough and hard to cut. Children develop a keen interest in books. The childminder enthusiastically shares their favourite books with them. Children point at pictures, showing a good recall of some words and familiar parts of the book. These positive interactions support children's vocabulary growth.

- The childminder has a thorough knowledge of what children know and can do. Based on this information, she identifies children's next steps in learning to help them continue making good progress. However, sometimes the intention of what she wants children to learn is too broad. On these occasions, she does not focus her planning and interactions sharply enough to build on children's existing knowledge and skills. Consequently, children do not make the best possible progress that they are capable of.
- The childminder provides opportunities for children to practise and enhance their gross and fine motor skills. For example, children run, jump and climb with increasing control when on their forest visits. They learn to hold scissors correctly to develop good cutting skills, for example, when snipping leaves. Children persevere at tasks when given the space and time to fully grasp the technique. They are delighted with their efforts and keenly show the childminder their new skills.
- Children enjoy the freedom to make choices. They acquire a good level of independence. The childminder encourages children to do things for themselves. For example, children wipe their runny noses, place the used tissue in the bin and clean their hands after. This helps to enhance their self-care skills and development of practical life skills to remain healthy.
- The childminder understands the importance of working consistently with parents. She has noted that children make even better progress when parents apply similar strategies and ideas they share together. However, a clearer understanding of how best to collectively support children to express some emotions more positively, such as frustration, is not yet fully embedded. Although, the childminder has done some work on this, she is yet to fully explore successful ways to work with parents to promote continuity in all children's social and emotional development.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts the interests of children first.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- strengthen planning and teaching to ensure that specific learning intention's for each child build on their existing knowledge and skills
- improve partnership working with parents even further to collaboratively support children's personal, social and emotional development.

Setting details

Unique reference number	505888
Local authority	Swindon
Inspection number	10351239
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 9
Total number of places	6
Number of children on roll	9
Date of previous inspection	17 October 2018

Information about this early years setting

The childminder registered in 1996 and lives in Swindon, Wiltshire. She operates Monday to Friday, from 7.30am to 5.45pm, all year round. The childminder is eligible to receive funding to provide free early education for children aged nine months to four years.

Information about this inspection

Inspector

Sonia Panchal

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder spoke to the inspector about children's learning and development.
- 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 and the childminder carried out a joint observation of a group activity.
- Parent shared their written 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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