

Childminder report

Inspection date: 5 January 2023

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 welcomes the children into this nurturing home-from-home environment. She works hard to build strong relationships with the children, which helps them feel safe and secure. The children show they feel comfortable as they open cupboards to find their favourite toys. They seek out the childminder to invite her into their play. For example, the children show the childminder a wooden stacking toy and sit on the carpet. They take off the wooden hoops and pass them to the childminder. The children put all the hoops back on saying 'look'. The childminder offers the children lots of praise, which helps develop their confidence and self-esteem.

The children explore a 'magic' water mat. They dip the different tools into the water and begin to make marks on the paper. The children giggle as they notice the different colours the water makes. The childminder writes the children's names by sounding out the different letters. She encourages the children to make more marks by demonstrating how to draw a person. This teaches children that marks have meaning and further enhances their literacy skills.

The children benefit from getting out and about within the community. They walk every day to collect the older children from school. On the way, they greet familiar people and learn about road safety. The children enjoy a range of physical play at the local park, such as kicking a ball, throwing a frisbee and climbing on play equipment. This allows the children to get out of breath, which supports their overall health and well-being.

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

- The childminder has a clear understanding of what she wants children to learn. She plans a range of activities based on the children's interests and their next stages of learning. The childminder interacts with the children during play to extend their knowledge. This helps children to make progress from their starting points.
- The children enjoy visiting the local library, where they get to explore a wide range of books. They flick through the pages looking at the different pictures. The childminder reads them stories and allows the children to choose a book. She encourages the children to take the books home to read with their parents. This boosts children's language development and builds a love of literacy.
- Children learn some early mathematical skills. For example, children build with cotton reels. They match the colours and build towers. The childminder uses some mathematical language, such as 'more', 'less' and 'full'. However, the childminder does not consistently bring numbers and counting into children's learning.

- Parents compliment the childminder for the wonderful care she provides. They thank her for her continued support and guidance with concerns, such as separation anxiety, speech and language delay and challenging behaviour. The parents receive daily feedback and photos of their children's learning. They have regular conversations with the childminder about their child's development and ideas to support learning at home. The parents describe the childminder as friendly, welcoming and approachable. They feel she offers their children a home-from-home experience and that they view her as a part of their family.
- Children with special educational needs and/or disabilities are especially well supported. For example, the childminder works in partnership with parents and other agencies involved in children's lives. She ensures that she undertakes any relevant training required to enable her to meet children's individual needs. This supports the parents and ensures that the children make the best possible progress.
- The childminder encourages the children to be independent and to learn to do things for themselves. From a young age, she encourages them to tidy away their toys and put on their shoes. However, there are fewer opportunities for children to learn basic hygiene practices. For example, the childminder uses wet wipes rather than soap and water to clean children's hands. This means that children do not learn the technique for washing their hands and the importance of good hygiene practices.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is clear on her responsibilities to safeguard children from harm and when to report any concerns involving a child. The childminder has a secure knowledge of the different signs or symptoms of abuse and how to identify these. She is aware of local safeguarding issues and how they relate to young children, such as county lines and other drug-related crimes. The childminder keeps her knowledge up to date by attending regular training. She knows the procedures for reporting any allegations against her or a member of her family to the relevant authorities.

What does the setting need to do to improve?

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

- further enhance the opportunities for children to develop their understanding of numbers and counting
- further promote children's independence by developing their understanding of the importance of good hygiene routines.

Setting details

Unique reference number	505897
Local authority	Swindon
Inspection number	10234564
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 10
Total number of places	6
Number of children on roll	11
Date of previous inspection	8 February 2017

Information about this early years setting

The childminder registered in 1997. She lives in the Liden area of Swindon, Wiltshire. She operates on weekdays throughout the year, apart from bank holidays and family holidays. The childminder has a relevant early years qualification at level 3. The childminder is able to take funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector
Louise Phillips

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.
- The inspector and the childminder completed a learning walk and discussed the provision and the curriculum.
- The inspector observed the quality of teaching during play and assessed the impact this has on children's learning.
- The childminder and the inspector evaluated a planned activity.
- The inspector held a meeting with the childminder to discuss how they self-evaluate the provision.
- The inspector looked at relevant documentation, such as first-aid certificates, child registers and accident forms.
- The inspector took account of written testimonials from the parents.
- 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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