

Childminder report

Inspection date: 11 November 2022

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

This friendly childminder welcomes the children with open arms into her home. She forms good relationships with the children, which enables them to feel safe and secure. The children call her name to show her their creations, or to engage her in their play. The childminder offers children lots of praise and reassurance. This supports children to develop confidence and self-esteem.

The children make choices about what they want to play with as they freely explore the environment. They giggle and clap, as they stack up sensory bottles and knock them down. The childminder engages with the children during their play. She shows them how they can use big and small bottles to make different-size towers. The children shake the sensory bottles and explore the different sounds they make. The childminder opens the bottles to show the children what is inside. This sparks children's curiosity and extends their knowledge past what they already know.

The children benefit from getting out in the community. They go to a local playgroup where they take part in craft activities and singing. This enables children to socialise with other children and build their confidence in new environments. The children love being in nature and visiting the local woods. They enjoy hunting for frogs and doing tree bark rubbing. This helps children gain an understanding of the world around them.

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

- The childminder knows what she wants children to learn. Her curriculum is a blend of adult-led activities and child-led play. The childminder plans a range of activities aimed at supporting the children's interests and the next stages of learning. She extends children's knowledge through meaningful interactions. However, at times, the childminder does not pause after asking the children a question, which does not give them time to respond. This means children do not always get the opportunity to share their thoughts and ideas.
- The children engage in physical play in the garden. They use the climbing frame and race around on ride-on toys. The children take walks to the local parks and lakes, where the childminder engages them in physical activities that allow the children to get out of breath. This boosts children's health and well-being while strengthening their muscles.
- Parents receive a monthly newsletter with information on planned activities and trips. The childminder gives the parents regular feedback on their children's learning and development. She provides children with reading records to encourage children to listen to stories at home. This further strengthens children's communication and language skills and imagination. The childminder

sends home games to further support learning at home. For example, she sends a hungry caterpillar interactive game to help children who are fussy eaters, and to promote healthy eating. Parents receive daily photos and updated information on the private parent online page.

- The childminder took a break from childminding during the pandemic. Since returning she has been working on rebuilding her business. The childminder has reflected on the children's play environment and has made changes to better support children learning. For example, the childminder noticed the children were not using the mark-making table. She moved it into the corner and added some chairs. The impact meant that children began using the table more and now engage better at the table. The childminder has kept up to date with all mandatory training. She has plans to seek out more training to further improve her practice.
- Children behave well. The childminder supports good behaviour by giving children reminders to use their gentle hands and to be kind. When conflicts arise, the childminder encourages children to wait their turn. She discusses how their actions can make others feel. This enables children to learn how to manage their feelings and behaviour later in life. The childminder reinforces rules and boundaries of the setting, such as it's not safe to climb on the sofa and that the marbles must stay on the tray. This helps keep children safe and enables them to identify risks in their environment.
- The childminder encourages children to do some things independently, such as tidying away toys and choosing their snacks. However, the childminder uses baby wipes to clean the children's hands. This means that children do not learn the technique for washing their hands which does not support them in becoming school ready.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands how to keep children safe from harm. She ensures that her safeguarding knowledge is consistently kept up to date. The childminder can identify signs and symptoms of abuse, including female genital mutilation and domestic abuse. She knows to report any concerns regarding a child or potential allegations to the relevant authorities. The childminder keeps a record of any accidents and injuries, which she monitors for patterns. She is aware of her responsibility to report any changes in her circumstances that may affect her ability to work with children.

What does the setting need to do to improve?

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

- seek out further training to strengthen knowledge of how to use effective

- questioning, to ensure children are given enough time to think and respond
- further develop children's independence skills to allow them to learn how to manage their own hygiene needs.

Setting details

Unique reference number	505964
Local authority	Swindon
Inspection number	10234565
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 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	28 November 2016

Information about this early years setting

The childminder registered in June 2000 and lives in Swindon, Wiltshire. She operates her service all year round, from 8am to 6pm, Monday to Friday, except family holidays. The childminder receives 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 childminder's first routine inspection 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 setting.
- 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 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 evidence of suitability, first-aid certificates and registers.
- 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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