

Childminder report

Inspection date: 30 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

Children, parents and carers meet the childminder at the front door. At the doorstep, children leave their parents swiftly. This is a procedure that has continued since the COVID-19 pandemic. The environment is busy with lots to look at but, the childminder also creates a calm atmosphere for the children. The setting has low lighting and music playing quietly in the background. Children are smiley as they sit at a child-sized table and chairs to interact with their friends. Children are comfortable and secure within the setting. The children know the childminder and her assistant well. The childminder talks openly to the children about their home lives. For example, discussing how their cats have similarities and differences. The childminder and her assistant have established an environment where children respect one another and the toys they use. Children need little support to share toys and they tidy away any mess they make into the bin without prompting. The childminder provides children with ribbons for dancing and sacks for racing, so they can be active at the local park.

The childminder watches the children to check what they can do. She uses this information to make considerations for future activities. All children, including those who speak English as an additional language make steady progress towards their next stages of learning.

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

- The childminder is aware of the responsibilities she has for her assistant. They discuss what goes well and areas for improvement. The childminder talks about changes she wishes to make to the setting to enhance the experience for the children. The childminder keeps up to date by doing her own research into teaching ideas. She creates her own small resource bags for the children to enjoy.
- The childminder maintains good relationships with parents. There is open communication via messaging, a daily diary and conversations at the front door. Parents know their child's daily routines and how they are progressing. A parent said their child has made a lot of progress with letters and numbers while with the childminder. Children receive consistent care and learning support.
- Parents provide lunch and snacks from home. The childminder discusses food choices with the parents and children. Children know what foods are healthy options. The childminder provides opportunities to learn about teeth. She plans a week of activities every year and uses chattering-teeth toys to prompt regular conversations. Children talk about oral health. For example, they discuss family members losing teeth.
- The childminder values the diversity of the area in which she lives. The children take daily walks within the community. They see local mosques and churches.

Children visit the local library weekly, where they share books and find out about local history with the childminder's assistant. Children learn about different cultures in an age-appropriate way.

- Children show good levels of concentration during tasks. They sit and focus for long periods of time, while peeling and sticking stickers. As children take out pipe cleaners and pompoms, they count how many they have. Children enjoy working with numbers. However, sometimes the childminder and her assistant miss when children show interest and they are not always encouraged to extend their mathematical skills.
- Children understand the routines and boundaries of the setting. Children are confident to ask for help should their needs change. For example, 'Please can I have something else to play with'? The childminder provides a large variety of resources that are well kept but stacked high. There is room to further extend children's independent access to resources.
- During stories, the childminder uses a good variety of questions and encourages participation from the children. She points at words as she reads. Children show excitement for new words such as, pattern and tartan. However, opportunities for modelling language during play are sometimes missed, particularly for quieter children.
- Children show good control of smaller hand movements as part of their physical development. Younger children receive encouragement to make big circular movements with pens and older children get support to write the letters of their names. Children begin to develop early writing skills in preparation for school.

Safeguarding

The arrangements for safeguarding are effective.

The premises are clean and doors are secure. Visitors receive safety procedures as they arrive. Children are well supervised while in the setting. The childminder and her assistant can identify different types of abuse. They can identify the possible symptoms to look out for when a child may be at risk of harm, including any signs of radicalisation. The childminder and her assistant have recent training in child protection, the 'Prevent' duty and female genital mutilation. The childminder knows who to contact should there be an allegation about a member of the household.

What does the setting need to do to improve?

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

- make use of opportunities during interactions with children to extend their mathematical learning further
- consider the organisation of resources so that children can build on their independence skills
- strengthen skills for modelling language to children during their free play.

Setting details

Unique reference number	505977
Local authority	Swindon
Inspection number	10234566
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	2 to 4
Total number of places	12
Number of children on roll	7
Date of previous inspection	19 January 2017

Information about this early years setting

The childminder registered in 1995. She lives in Swindon, Wiltshire. The childminder looks after children from 8am to 5pm on Monday to Thursday. She looks after children throughout the year, apart from an annual holiday. The childminder has an appropriate early years qualification at level 3. She works with an assistant.

Information about this inspection

Inspector
Amy Montgomery

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 childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development with a focus on communication and language.
- The inspector observed the interactions between the childminder and her assistant and children.
- The inspector carried out a joint observation of a group activity with the childminder.
- Parents shared their 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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