

Childminder report

Inspection date: 3 February 2020

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 are happy and relaxed in the safe and calm setting. They confidently make choices about their learning, independently selecting resources and moving freely between the different activities on offer. The childminder ensures that children are able to follow their interests, and builds on their learning through attentive interaction. For instance, while children are engaged in a drawing activity, the childminder encourages them to write and sound out their own name.

The childminder ensures children have plenty of time to become deeply engrossed in their chosen activities. For instance, children spend a long time playing with coloured rice, filling up different containers and enjoying the sensory experience. The childminder facilitates skilfully, adapting activities and bringing a range of containers and implements to enable children to explore further. Children develop good levels of concentration and perseverance.

Children behave well and learn to be polite from an early age. The childminder is a good role model. She supports children to listen and respect one another, and to look after the toys and the environment. She teaches them to share and take turns through clear and consistent rules, and guides them to resolve conflicts independently. She is kind, patient and sensitive to children's emotional needs. Children develop strong bonds with her.

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

- The childminder carefully takes into account children's experiences from home to plan activities that enrich their experiences and prepare them for future learning. For instance, she plans regular visits to local areas of interest so that children gain plenty of physical exercise and extend their understanding of the world around them. They attend local playgroups and benefit from socialising within a wider group.
- The childminder promotes children's language development effectively. For example, she talks clearly to them and models good conversational skills. She takes care to build on their vocabulary and to repeat the correct pronunciation of words. Children who speak English as an additional language make good progress with their speaking and understanding. However, children have limited opportunities to use their home language and to explore their own and other's cultures. There are missed opportunities to help children to recognise and celebrate their own uniqueness and that of their friends, and to gain a deeper understanding of diversity.
- Children develop good levels of independence and self-care skills. For instance, they know to wash their hands before eating and after going to the toilet. They help to set up activities and tidy toys away independently. Children develop skills

that prepare them for the next stage in learning, such as starting pre-school.

- The childminder is kind, caring and attentive. She quickly notices when children are tired or hungry and responds sensitively to their individual needs. She offers plenty of reassurance and praise throughout the day, which promotes children's confidence and emotional well-being effectively.
- Children have good opportunities to develop their early literacy skills. They demonstrate their love of books and relish story time. The childminder supports their engagement by commenting on what is happening in the story, using props and encouraging children to join in with familiar phrases.
- The childminder encourages children to use their counting skills well. For example, children count pine cones as they balance them on slices of wood, and count their steps as they walk on stepping stones. However, the childminder sometimes misses opportunities to explore wider mathematical concepts and thinking during play, such as shapes, quantities and measurements.
- The childminder works in close partnership with parents. She establishes an effective two-way flow of communication that helps to provide consistency of care and learning for children. This includes regular discussions about children's next steps in learning and offering suggestions on how children can be supported at home.
- The childminder is committed to developing her knowledge and skills to continually improve her practice. For instance, she has attended training on children's language and literacy development. She has improved her practice and provision as a result. For example, she has introduced props during story time and teaches phonics to older children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her responsibilities to keep children safe. She keeps up to date with current requirements through regular training, and is aware of wider safeguarding issues. The childminder is confident with the local procedures for reporting concerns should she have any about a child's welfare. She supervises children well throughout the day and maintains a safe environment. She knows how to identify and minimise risks, for example by making sure that the children are using toys and equipment appropriately.

What does the setting need to do to improve?

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

- provide children with more opportunities to use their home language and explore their own and other's cultures and backgrounds
- make better use of spontaneous opportunities to extend children's mathematical skills, such as recognising shapes and exploring quantities and measurements.

Setting details

Unique reference number	506003
Local authority	Swindon
Inspection number	10060656
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 10
Total number of places	6
Number of children on roll	8
Date of previous inspection	10 August 2015

Information about this early years setting

The childminder registered in 1996. She lives in central Swindon, Wiltshire. The childminder operates all year round. She provides free funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Hiroka Dathan

Inspection activities

- The inspector had a tour of the areas of the home available to children and completed a learning walk with the childminder to discuss the organisation of the provision.
- The inspector observed the childminder's interactions with the children.
- The childminder and the inspector evaluated the effectiveness of an activity together.
- The inspector spoke to the children and read parents' comments in children's learning records.
- The inspector sampled documents that evidence the childminder's qualifications.

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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