

Childminder report

Inspection date: 24 January 2023

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

The childminder provides a calm, nurturing home-from-home environment for the children. She tailors it to the needs of children in her care. Children are confident and happy to explore the environment, which is supportive of their learning needs. Resources are easily accessible for children to choose and engage with independently. Young children access musical toys while older children seek out the cars and car mat.

The childminder integrates children into the local community. She takes them on the school run each day and on walks around the area to visit parks and the shops. They also attend local toddler groups weekly. Children have the opportunity to mix with others and learn about the world around them.

Children learn to be independent in readiness for school. Older children put on their own coats and shoes. They use the toilet independently and wash their own hands. Younger children learn to wipe their own hands and faces after mealtimes and messy activities. Children become confident with self-help skills.

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

- The childminder knows all the children very well. She has a big focus on their happiness and well-being. She uses her knowledge of the children to create a safe and inviting learning environment for them. Children make choices in their play. The childminder provides them with a narrative and uses positive language to encourage them. Children are safe, secure and happy in the childminder's care.
- The childminder has good partnerships with parents. She works closely with families to ensure that she provides the best care for the children. Parents comment on the childminder's 'incredible' support and kind manner. However, partnerships with other settings children attend are not as strong. Therefore, children's learning is not consistent across all settings they attend.
- The childminder teaches the children the importance of being kind and caring. This reflects in her warm and nurturing manner towards the children. The childminder reinforces rules of kindness to the children, such as using 'kind hands' and 'kind words'. They respond to her very well and enjoy cuddles for comfort. Children are respectful, happy and form positive relationships.
- The childminder encourages children's physical movements. Children confidently climb the stairs, with the childminder close by to support them. The childminder encourages younger children to crawl to get the toys they want. The childminder uses words of support and praise and crawls alongside them to entice them to copy her. Children learn to be physically confident.
- The childminder supports young children to put their feet in the paint and make

marks on paper. She talks to them throughout the activity, describing the texture of the paint and asks, 'Is it cold?' When the activity is complete, the childminder shows children the finished picture and says, 'Look, it's your feet.' However, the childminder does not further extend the activity or challenge children to allow them to develop their learning even further.

- The childminder plays alongside children. She models play and enthusiastically engages with them. The childminder counts 'one, two, three' while younger children build a tower with toy bricks. Children look to her and beam with delight at her engagement. When the tower falls over, the childminder laughs with them. She says, 'Shall we do it again?' Children respond and eagerly try again. Children enjoy playing and learning.
- The childminder promotes children's communication and language effectively. She responds to young children's initial sounds with simple and clear language that is appropriate for their level of development. Older children talk to the childminder about their morning at nursery. The childminder asks them questions to encourage recall and challenges them to think back to their experiences. Children learn to become confident communicators and that their voice has an impact.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role and responsibility to help keep children safe. She has policies in place to follow should she have a concern about a child's welfare. The childminder is aware of the signs and symptoms that may indicate that a child is at risk. She completes relevant training to ensure that she is up to date with current practice and also has up-to-date contact details for agencies that she may need to liaise with. The childminder provides a safe and secure environment for children to play and learn. She ensures that children are safe when exploring the local environment by making sure that they hold her hand and stay close to her.

What does the setting need to do to improve?

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

- strengthen partnership working with other settings children attend, to provide consistency in their learning
- consider how to further develop activities to offer more challenge and to extend children's overall development even more.

Setting details

Unique reference number	506050
Local authority	Swindon
Inspection number	10264435
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	4
Date of previous inspection	15 June 2017

Information about this early years setting

The childminder registered in 2000 and lives in the Gorse Hill area of Swindon. She operates all year round from 7.30am to 5pm, Monday to Friday. The childminder provides funded early education for three- and four-year-old children. She has an appropriate childcare qualification.

Information about this inspection

Inspector

Sarah-Louise Clements

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 childminder and has taken that into account in their evaluation of the setting.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about her intentions for children's learning.
- The inspector observed the interactions between the childminder and the 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

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

© Crown copyright 2023