

Childminder report

Inspection date:

7 September 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

The childminder provides a happy and nurturing environment for the children in her care. The children know the childminder and her assistant well. They use loving terms when speaking, such as the shortening or repeating of nicknames. Staggered start times ensure a calming start to the day for both children and parents. This is a practice that has continued since the COVID-19 pandemic. The learning environment allows the children to extend their interests from home. With encouragement, the children bring in their own toys to use alongside the childminder's many colourful resources. To broaden the children's experiences, the childminder shares the interests of her own family members. For example, children learn about real motorbikes while washing them together.

The setting benefits from a dedicated hallway space. Parents can use it to have important conversations where needed. This area also enables the childminder to perform care routines with extra privacy. The childminder and her assistant create a respectful environment. Children understand the clear boundaries set. The childminder and her assistant role model good manners, and instructions always contain 'please' and 'thank you'.

The childminder and her assistant plan for learning, both inside and outdoors. They use their community area well. They plan trips to the local shops to compare the appearance of purple- and orange-coloured carrots and buy fish from a fishmonger. School pickups allow opportunities to learn about road safety and the wider world. The childminder works with nurseries and schools to ensure she can support all children. Children with special educational needs and/or disabilities make steady progress in all areas of their learning.

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

- The childminder is a reflective practitioner. She supports her assistant so that they can continue to adapt and make improvements. She keeps up to date with support from the local authority to ensure that she is doing the best for children.
- Partnerships with other settings that the children attend are strong. The childminder seeks out contact with settings she has not worked with before. With their specific needs in mind, children get a cooperative approach to their learning.
- Partnerships with parents are effective. Communication is open and relationships are nurtured. Children feel secure. The childminder speaks with parents daily and provides photos of what children have been learning. Parents say their conversations with the childminder create a consistent approach to the areas of learning their child is working on.
- Parents provide meals from home. The childminder ensures a balanced diet by

sharing a clear policy. They talk about food they eat at home and at the setting during mealtimes and play. The childminder talks to the children about why it is important to drink water and how food choices support good oral health.

Children receive healthy options at snack time and can make their own selections. However, children are not always given the opportunity to independently prepare their snacks to support their self-help skills further.

- During adult-facilitated activities, the childminder and her assistant use a variety of questions. Children have time to respond. The childminder and her assistant check for understanding. Children use new words they have heard from adults in their own play, for example saying, 'this meal is spicy'. Yet, when children make minor errors during speech, the childminder and her assistant do not always use the correct language to support children's communication skills further.
- Children play alongside one another and there are very few disagreements. The childminder and her assistant support children to use the resources available with care. Tasks are set up well for individuals. However, the organisation of resources and activities do not always encourage children to work together to share the interests of their friends.
- Children get encouragement to be physically active. In the garden, the childminder provides tricycles for larger movements. Babies enjoy mirrors during tummy-time activities. Toddlers can pull themselves up to access free-choice resources and older children use the stairs with confidence. The childminder and her assistant use positive praise, such as 'well done, look at what you did'. Children have positive reinforcement and celebrate their achievements.
- The childminder and her assistant know the children well. They can talk about what they like, what they can do and what she wants them to learn. They discuss and act upon what would be best to achieve the children's next steps. Children show good levels of engagement and develop new skills.

Safeguarding

The arrangements for safeguarding are effective.

The premises are well kept and clean. Children are always seen or heard while moving around the setting. Regular fire drills take place and risk assessments are ongoing. The childminder and her assistant understand numerous safeguarding and child protection issues. They can identify when a child may be at risk of harm. The childminder and her assistant know how and when to escalate any concerns. They are confident to share knowledge to keep children safe and will check and challenge if information is not acted upon.

What does the setting need to do to improve?

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

- further encourage children's involvement in food preparation to support

children's independence even more

- continue to model the use of correct language to further support children's language development
- consider the organisation of activities so that children can be more collaborative and share new interests with each other as they arise.

Setting details

Unique reference number	EY242228
Local authority	Swindon
Inspection number	10231727
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	0 to 4
Total number of places	12
Number of children on roll	8
Date of previous inspection	21 September 2016

Information about this early years setting

The childminder registered in 2003. She lives in Swindon, Wiltshire. Her husband works as her full-time assistant. The childminder offers her service from Monday to Friday, from 8.30am to 5.30pm, all year round. The childminder holds a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Amy Montgomery

Inspection activities

- This was the first routine inspection the provider 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 viewed the provision and discussed the safety and suitability of the premises.
- 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, her assistant 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.

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