

Childminder report

Inspection date: 6 December 2024

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 and welcoming childminder prioritises building strong connections with the children and families in her care. She provides a nurturing home-from-home environment, where children feel safe and secure. Children receive lots of cuddles and reassurance, which helps them to settle quickly. Babies happily sit on the floor exploring a Christmas sensory tray. Two-year-olds discover the wide range of activities on offer. They call for the childminder and her assistants to join them in their chosen play.

The childminder has a clear intent for children's learning. She places a high focus on developing children's personal and social skills in preparation for school. The childminder takes children out in the community to develop their confidence in new places. She meets with other childminders and their children. The childminder and the children go to playgroups, where the children can practise their emergent social skills and form new friendships.

Young children play well alongside each other. The childminder is a good role model and has clear expectations for children's behaviour. She gives children gentle reminders to be patient with the babies. The childminder supports the children in sharing their resources and taking turns effectively. Young children begin to learn how to manage their behaviour effectively.

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

- The childminder understands the importance of children becoming confident communicators. She reads children their favourite stories and songs. Babies point and move to the music. The childminder continuously narrates what she is doing for the babies. This supports their early language skills. The childminder and her assistants continuously model language to the children and repeat words back to them correctly. They ask children questions and provide them with time to respond. Children begin to develop the confidence to talk to others and share their ideas.
- Children enjoy a wide range of physical activities. They go to a local park, where they freely climb on the equipment and challenge their bodies physically. This strengthens their core muscles and coordination skills. The childminder supports children to develop the muscles needed for later writing skills. She encourages the children to mould and sculpt play dough using their hands and fingers. They push down cutters into the dough using all their strength. Children make marks and patterns in the flour, which supports their early literacy skills.
- The childminder gathers important information from parents about their child's likes and current development. She observes each child during their play to identify their next stages of learning. She engages with the children to extend

their knowledge beyond what they already know. Children make good progress across all seven areas of learning.

- Overall, children's early mathematical skills are well supported. The childminder and her assistants encourage children to count at every opportunity. They get children to count how many banana pieces are on their plates and how many play dough cutters they can stack. Children use some mathematical language, such as 'big' and 'small'. However, the childminder does not always extend children's mathematical knowledge and vocabulary beyond what the children already know and use.
- Parents praise the childminder and her assistants for the care and support they receive. The childminder understands the importance of parents having a wealth of support when needed. She gives out newsletters that signpost parents to support and guidance on issues such as oral health and healthy eating. Parents receive detailed feedback on their children's progress and development. They state that the childminder goes above and beyond to meet their and their child's needs. This helps to create a trusting relationship and an inclusive environment.
- The childminder wants all children in her care to be prepared for later life. Young children learn to put their coats on themselves using the 'magic coat trick'. They help tidy their toys and cut their fruit at snack time. However, the childminder does not use every opportunity to promote children's independence. For example, at mealtimes, she opens the children's lunch boxes and plates up their food. Furthermore, she spoon-feeds the older babies, instead of allowing them to try and do things for themselves.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- enhance opportunities to support children's awareness of mathematical language and concepts during activities
- provide more opportunities for young children to develop their independence during mealtimes.

Setting details

Unique reference number	EY262156
Local authority	Swindon
Inspection number	10368028
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 2
Total number of places	6
Number of children on roll	2
Date of previous inspection	6 March 2019

Information about this early years setting

The childminder registered in 2003 and lives in Highworth, near Swindon, Wiltshire. She operates all year round from 8am to 6pm, Monday to Friday. The childminder has three assistants registered to work with her. She and one of her assistants have early years qualifications at level 2 and above.

Information about this inspection

Inspector

Louise Phillips

Inspection activities

- The inspector and the childminder completed a learning walk and discussed the provision and the curriculum.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector spoke with the childminder's assistants at appropriate times throughout the inspection and completed a joint observation with the childminder.
- The inspector held a meeting with the childminder to discuss how she evaluates the provision.
- The inspector looked at relevant documentation, such as evidence of suitability, paediatric first-aid and safeguarding certificates.
- The inspector took account of written testimonials from parents.
- Children spoke to 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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