

Childminder report

Inspection date: 20 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 secure in the safe and welcoming setting. They are keen to engage in a wide range of activities and use their imaginations to develop their own play. For example, they enjoy pretending to go shopping, cook, and look after babies. They build a story and a narrative as they play with a farm set. The childminder ensures that children are able to follow their own interests and learning preferences, and uses her careful observation to plan activities that suit the individual needs of the children.

The childminder promotes children's language development effectively. She carefully builds on their developing speech by speaking clearly, modelling conversation and introducing new words to widen their vocabulary. Babies babble in response to the childminder's positive interactions, and older children communicate their needs and ideas confidently. Children learn to sing familiar songs as they dance excitedly to their favourite nursery rhymes.

Children behave well and develop good manners. The childminder expects all children to be polite and kind. She supports them to share and take turns through clear and consistent rules, and she gently guides them to resolve conflicts. Children respond well to instructions and play cooperatively with one another.

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

- The childminder takes into account children's experiences from home to plan activities that enrich their experiences and prepare them for future learning. For instance, children regularly attend local playgroups to help develop their social skills and confidence in new situations. They develop their knowledge of the world around them as they go on trips to local areas of interest, such as large gardens, farms and the library.
- Partnerships with parents are strong. The childminder ensures an effective two-way flow of communication and regularly discusses children's next steps in learning. She offers suggestions of how parents can continue to support these at home, which helps to provide consistency of care and learning for the children.
- The childminder supports children's early literacy skills effectively. Children demonstrate a keen interest in books. They enjoy looking at books independently, and are excited to have stories read to them. The childminder supports their engagement by choosing books that match their interests, and she encourages older children to take part in retelling familiar stories. She supports children's early writing skills by providing activities that challenge their pencil control. For example, children have a go at using stencils to draw animal shapes.
- The childminder is attentive and provides a running commentary as children play

to support their engagement and interest. She asks questions to check their knowledge and responds to children's comments with interest. However, at times, she does not ask effective questions to enable children to fully explore and express their own ideas and solve problems independently.

- The childminder offers strong support for children's emotional development. She promotes their self-esteem by giving them plenty of praise and encouragement throughout the day. Babies receive lots of reassurance and cuddles. The childminder teaches children the language of feelings and helps them to recognise each other's needs. Children form strong bonds with one another, and older children are caring towards younger children. For example, they pick up toys that the babies have dropped and give the babies hugs when they are upset.
- Children become increasingly independent and learn to manage self-care skills, supported by the childminder, who builds on their skills effectively. For example, they enthusiastically tidy toys away before starting a new activity. Children know to wash their hands before eating and learn to blow their own noses. The childminder works closely with parents to sensitively progress children's toileting needs.
- The childminder attends mandatory training, such as first aid and safeguarding, to keep her knowledge up to date. She reflects on her practice well overall and listens to feedback from parents and other professionals, to help make ongoing improvements. However, she does not make the most effective use of professional development opportunities, to help her to continually improve her teaching skills.

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 procedures to follow should she have any concerns 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, such as having clear rules for children to follow at home and when walking along the road and going to busy places.

What does the setting need to do to improve?

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

- strengthen questioning techniques to help children to develop their own ideas and challenge their thinking skills even further
- build on the programme for professional development so that it is focused on enhancing the overall quality of teaching and practice to even higher levels.

Setting details

Unique reference number	EY268140
Local authority	Swindon
Inspection number	10066374
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 3
Total number of places	6
Number of children on roll	7
Date of previous inspection	21 July 2015

Information about this early years setting

The childminder registered in 2003. She lives in Swindon, Wiltshire. The childminder provides care from 7am to 6pm, all year round. She holds a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Hiroka Dathan

Inspection activities

- The inspector 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 took into account written feedback from parents.
- 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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