

Childminder report

Inspection date: 11 March 2025

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 thrive in this warm and nurturing environment, where they feel safe, valued, and encouraged to explore. The childminder builds strong relationships with each child, promoting emotional well-being and fostering a sense of security. Children are happy, confident, and eager to take part in daily routines, developing independence and self-care skills that prepare them well for school.

The curriculum is carefully planned to support every child's development, including those from disadvantaged backgrounds and those with special educational needs and/or disabilities (SEND). Learning experiences on offer are engaging, encouraging children to explore, ask questions, and develop key skills in early literacy, numeracy, and problem-solving. The childminder provides individual support, ensuring all children make progress at their own pace.

Children are kind, respectful, and enjoy playing and learning together. They listen well, take turns, and follow instructions with growing confidence. The childminder sets clear expectations and provides gentle guidance, helping children develop resilience and a positive attitude to learning.

This setting provides a rich and varied learning experience, supporting children to become curious, independent, and ready for their next stage of learning. Through engaging activities and a caring approach, children leave the setting with confidence, essential skills, and a love for learning.

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

- Children feel happy and secure. They build strong relationships with the childminder and each other, creating a calm and nurturing environment where they feel safe and valued.
- The childminder has a well-planned curriculum. It covers all areas of learning and helps children gain key skills, particularly in early literacy and numeracy. Children count objects, explore shapes, and practise writing their names using stencils and whiteboards.
- Children are developing independence. They manage their self-care routines, such as washing their hands before meals and tidying up after activities. At snack time, they count pieces of toast and help clear the table.
- The childminder supports children's language development. She encourages conversations, asks open-ended questions, and introduces new words during activities. In one activity, children mixed play dough colours and described the changes, learning words like 'peach' and 'purple'. However, there are limited opportunities to further extend children's vocabulary. During some activities, there were missed chances to introduce more descriptive words and discussions.

The childminder is working on finding ways to build on this.

- Children are engaged and enjoy learning. They take part in activities with enthusiasm, showing curiosity and creativity. During a play dough activity, they explored different shapes and textures, problem-solving when removing dough from cutters.
- The childminder is a positive role model. She sets clear expectations, encourages good manners, and helps children understand how to behave kindly towards others. Children develop good social skills. They listen to each other, share resources, and take turns. When minor disputes arise, the childminder guides them to resolve issues calmly.
- Overall, the childminder adapts learning to meet different needs. She provides extra support where needed, such as encouraging fine motor skills for children who need help with holding a pen. She also introduces more-challenging tasks for children who are ready for them. However, there is scope to further develop adult-led activities, ensuring all group activities challenge and stretch children at different levels to help them reach their full potential.
- The childminder works closely with parents. She shares daily updates through messages and discussions. Parents value the communication, especially those with children needing extra support.
- Children benefit from a variety of learning experiences. They enjoy outdoor play, music, and movement activities such as dancing to a video, which supports coordination and physical development.
- The childminder is committed to professional development. She regularly updates her skills, including safeguarding and early years training, to improve her practice and enhance children's learning experiences.

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:

- review the curriculum plan for adult-led group activities to ensure they provide sufficient challenge and effectively support children of varying abilities
- develop ways to extend children's vocabulary, enhancing language development through enriched interactions and targeted support.

Setting details

Unique reference number	EY269644
Local authority	Swindon
Inspection number	10377337
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	3 to 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	17 June 2019

Information about this early years setting

The childminder registered in 2003. She lives in the Liden area of Swindon. The childminder receives funding for the provision of free early education for children aged two, three and four years. She works all year round, Monday to Friday, apart from family holidays. The childminder holds a relevant early years qualification at level 3.

Information about this inspection

Inspector
Shahnaz Scully

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- Parents shared their views of the setting with the inspector. The inspector observed the interactions between the childminder and children.
- 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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