

Childminder report

Inspection date: 16 March 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

Children develop close, warm bonds with the childminder. They demonstrate that they are relaxed and content in the childminder's care. For example, they are comforted by her cuddles when they wake from sleep and need reassurance and comfort. Children move around confidently and interact happily with the childminder and the other children. They show good independence as they choose their own toys and lead their own play. Children show pride in what they achieve. The childminder regularly offers praise and encouragement to children, building their self-esteem and confidence during tasks.

Children behave well. The childminder has clear rules and boundaries in place. Children listen carefully to the childminder and to each other as they play. For instance, children politely talk to each other while they play and calmly tell each other if they do not want to do certain things. The childminder helps children to learn to be polite and say 'please' and 'thank you'.

The childminder identifies children's stages of development and what she intends for them to learn next. She shares children's next steps and her assessments of development with parents and works with them to meet children's care and learning needs.

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

- Children learn about how to keep themselves healthy. The childminder provides children with a balanced menu and helps them to learn about the importance of healthy eating through discussions during mealtimes. Children have opportunities to be physically active throughout the day, with daily walks and visits to local parks. Children learn about oral health, the importance of brushing their teeth regularly and how eating certain foods affects their teeth.
- The childminder develops children's communication and language skills well. She skilfully supports language as she repeats words children have said, then adds on words to extend language. The childminder is an excellent role model when speaking. She provides a language-rich environment for children by providing a narrative to children's play. However, she does not work with parents to gain information about other languages the children speak. Therefore, children do not benefit from having opportunities to see or hear their home languages during their play and learning.
- The childminder uses children's interests to plan enjoyable activities. For example, children strengthen their finger muscles, dexterity and hand-eye coordination as they peel and place stickers. They also develop their hand muscles as they build with small building bricks.
- Children show a love of books and enjoy sitting with the childminder to enjoy

stories together. They sit close to the childminder and listen with interest as she reads. Children have free access to books and independently select stories. They show knowledge of how to handle books, carefully turning the pages.

- Parents are very happy with the childminder's provision. They comment that their children are making good progress and that they are happy with the activities provided and the range of outings the childminder takes the children on. Parents are still not coming into the childminder's home due to the COVID-19 pandemic. Despite this, the childminder is making sure that parents are kept to date with their children's day and the progress they are making.
- The childminder knows the children in her care well. She knows how children are progressing and how she is supporting them to move forward in their learning. However, the childminder has not fully developed partnerships with other settings that the children attend. This means that they do not consistently share information about children's development or work together to fully support and complement children's care and learning.
- The childminder is reflective and makes ongoing changes to improve her setting and to develop her knowledge and skills. For instance, she has recently researched how she can support children who find it hard to regulate their emotions. She has purchased sensory toys to help calm children down and has provided them with a space where they can go when they are feeling overwhelmed.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a good knowledge of safeguarding practices and how to keep children safe. She knows the signs and symptoms to look out for that could indicate a child is at risk of harm. She knows who to report concerns to. The childminder maintains a safe and clean environment. She carries out thorough risk assessments of her home and when on outings with the children to keep children safe. For example, the childminder ensures that children are secure when walking on busy roads and helps children to learn how to cross the road safely.

What does the setting need to do to improve?

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

- provide more opportunities for children who speak English as an additional language to develop and use their home language in their play and learning
- strengthen links with the other settings children attend to develop a more consistent approach to their learning and care.

Setting details

Unique reference number	EY275263
Local authority	Swindon
Inspection number	10218602
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	2 to 10
Total number of places	6
Number of children on roll	12
Date of previous inspection	26 August 2016

Information about this early years setting

The childminder registered in 2003. She lives in Swindon, Wiltshire. She operates from 7.30am to 5.30pm on Monday to Thursday, and from 7.30am to 4.30pm on Friday, all year around. The childminder provides funded early education for two-, three- and four-year-old children. She holds a relevant qualification at level 3.

Information about this inspection

Inspector
Kelly Sunderland

Inspection activities

- This was the first routine inspection of the setting 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 provision.
- The inspector took account of parents' written views by reading their comments in questionnaires.
- The childminder showed the inspector the premises and the areas used for childminding.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- Relevant documentation was reviewed by the inspector, including suitability checks and paediatric first-aid qualifications. The childminder discussed her procedures for safeguarding the children.
- The childminder and the inspector carried out a joint evaluation of an activity.

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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