

Childminder report

Inspection date: 28 February 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 the care of this friendly childminder. They thoroughly enjoy the rich learning experiences that the childminder plans. They are familiar with the daily routine and older children look forward to group time, when they find their name cards and talk about the day of the week and the weather.

Every child receives nurturing support, praise and encouragement from the caring childminder. Children of all ages show they are very happy and settled. They relate well to the childminder. Toddlers explore, knowing that the childminder is close by to provide reassuring support if needed.

Children make choices in their play and help themselves to resources, which are attractively displayed in the playroom. All children develop a love for books. They select books and show great interest and attention as the childminder reads them. Toddlers snuggle up close to the childminder and point to the illustrations, while older children listen intently and talk to the childminder about the story. They recount seeing wild animals and discuss their similarities and differences, for example that a tiger has stripes and a leopard has spots. They count the number of each species they see confidently.

Children develop confident social skills, independence and good behaviour from a very young age. For example, one-year-olds learn to use knives safely to cut bananas with the help of the childminder. Older children cut their fruit snack competently. The children learn good manners, to take turns, to follow instructions and to be kind to others.

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

- The childminder knows each child's likes, dislikes and abilities. She identifies what children need to learn next and plans a curriculum that builds upon what children know and can do. The childminder promotes children's all-round development very well overall, and she is particularly skilled in promoting children's communication and language development, understanding of the world, and mathematical learning through her interactions with them.
- The childminder models speaking, providing a narrative to children's play and introducing new words to extend their developing vocabularies. For example, children learn less-well-known animal names, such as 'hyena'. Three-year-olds talk avidly about their activities and recall past experiences. For example, they recall seeing different animals at a safari park. The childminder involves the youngest children in group conversations, responding well to their non-verbal communication.
- The childminder instinctively helps children to learn about mathematical

concepts of size, shape, positional language and counting. Children join in number songs and are introduced to the concept of subtraction. Older children recognise some number names. For example, when the childminder calls out numbers, children run to numerals chalked out on the patio, correctly identifying many of them.

- Children gain a good understanding of the world. For example, the childminder encourages children to explore ice they find in the garden. She asks pertinent questions to encourage them to think about what ice is made of and what causes it to melt. She encourages toddlers to explore cause and effect as they learn to operate musical toys and propel toy cars down the chute of the toy garage.
- Children develop confident physical skills. Toddlers gain confidence in walking as they explore the indoor and outdoor play spaces. They show agility as they climb. Older children develop their coordination well. For example, they enjoy a ball game, throwing and catching. The childminder shows great delight when children show that they can pedal a tricycle. The childminder takes children for regular walks, and also to gymnastics groups and soft play centres, to develop their physical skills further.
- The childminder routinely evaluates the effectiveness of her curriculum and practice. However, her monitoring lacks rigour to check that the most-able children are sufficiently challenged to increase their learning to an even higher level.
- The childminder develops strong partnerships with parents. She gathers useful information about children's families, interests and abilities when they first start, to identify where children are in their learning from the outset. Parents praise the childminder highly for the support she gives their families and the way she communicates with them about their children's welfare and progress.
- Effective partnerships are established with other settings children attend. The childminder routinely talks with practitioners who share children's care, and they exchange progress reports. The childminder uses information gathered to ensure that her provision enhances the experiences that children have elsewhere.

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:

- monitor the effectiveness of the curriculum more closely to ensure that the most-able children are sufficiently challenged, to maximise their learning.

Setting details

Unique reference number	EY291242
Local authority	Swindon
Inspection number	10376058
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 10
Total number of places	6
Number of children on roll	11
Date of previous inspection	15 May 2019

Information about this early years setting

The childminder registered in 2004 and lives in the Shaw area of Swindon, Wiltshire. She operates all year round from 7.30am to 5.30pm, Monday to Friday. The childminder holds a relevant qualification at level 3. She provides government funded childcare places.

Information about this inspection

Inspector
Linda Witts

Inspection activities

- The inspector discussed the planned curriculum with the childminder and observed how they implement the educational programmes.
- The inspector observed interactions between the childminder and children, and spoke with them at appropriate times during the inspection.
- The childminder and inspector evaluated the effectiveness of a planned activity.
- The inspector looked at evidence of first-aid training and discussed how the childminder safeguards children's welfare.
- The inspector took account of written testimonials from parents.
- The inspector looked at relevant documentation.

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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