

Childminder report

Inspection date: 26 May 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are happy and settled in this welcoming learning environment. The childminder and her assistant are enthusiastic and approachable. They meet children's care needs, and children demonstrate they have formed secure bonds with them. Children are eager and confident to make choices from the wide range of resources indoors and outdoors.

The childminder provides a broad curriculum to help children develop in all areas of learning. The adults have high expectations of children. They support children, including those who speak English as an additional language, to develop their communication and language skills. The adults talk to children constantly and introduce new vocabulary during activities, such as 'jewel' and 'siren'. They ask children effective questions to check their understanding of new words. The adults recast language to help children to learn the correct pronunciation for things. Children enjoy familiar songs, giggling as they wobble their bodies like a jelly, and sing independently as they play. They listen attentively to stories. The adults successfully encourage younger children to talk about the pictures and introduce them to simple rhyming phrases, such as 'tick tock clock'. They support children to practise their early writing skills, such as using sticks to make marks in mud and painting the fence with water. The adults weave mathematical language into activities and, as a result, children learn to recognise shapes and start to count during their play.

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

- Since the last inspection, the childminder has implemented positive changes to the learning environment and increased her knowledge and understanding of safeguarding and the curriculum. She ensures that she and her assistant update their skills and knowledge regularly, such as through online training. They regularly reflect on the provision to identify and make changes that improve the provision for children.
- The adults know the children well. They assess children regularly and identify relevant next steps in learning. They provide a wide range of activities and experiences to help children to make good progress from their starting points. However, on occasion, whole-group craft activities do not support the younger children's engagement and exploration as well as possible.
- Children benefit from plenty of fresh air and exercise. They develop their physical skills. Younger children learn to walk and are confident to climb up and down steps. Older children strengthen the muscles in their legs as they skilfully manoeuvre push-along toys in the garden. Children show good coordination skills, for instance, as they use glue pens to stick small, coloured gems to their crowns.

- The adults give children good explanations to help them understand boundaries and behaviour expectations. Children demonstrate good listening skills and follow simple instructions. Overall, children learn to share and take turns. However, at times, the adults do not make full use of opportunities to encourage children to find solutions to conflicts and to understand the impact of their emotions on others.
- Children enjoy regular outings in the local community to help them to develop their social skills and an understanding of the world. The adults support children to recall their learning to embed their understanding, for example through books and small-world play after a farm visit. Children are keen to engage in role play and develop their imagination. They pretend to go shopping and put toy food in their shopping bags. They show care and kindness when they play with the dolls.
- The adults help children to develop their self-care skills and to have a go at things. For example, the youngest children persevere as they use spoons to feed themselves, and older children show pride when they put on their wellington boots. The adults work with parents to toilet train children in readiness for their next stage in education.
- Parents report positively about the childminder and her assistant, and are happy with the service they provide. Parents appreciate the regular updates they receive about their children's progress. They know children's next learning steps and feel involved in their learning. The adults work effectively with other settings the children attend to promote consistency in learning. They know to liaise with other professionals as required to obtain support to help close any gaps in children's learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have recently updated their safeguarding training. As a result, they have a suitable understanding of child protection and safeguarding matters. They know the correct procedures to follow should they have a concern about a child or if an allegation is made against an adult.

The childminder and her assistant risk assess the premises regularly to ensure they are safe and secure for children to play. They check on sleeping children regularly and supervise children during mealtimes to help keep them safe.

What does the setting need to do to improve?

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

- review the organisation of creative activities to better support younger children's engagement and exploration of different media

- increase opportunities for children to find solutions to conflicts and to understand the impact of their emotions on others.

Setting details

Unique reference number	EY294678
Local authority	Swindon
Inspection number	10202644
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 8
Total number of places	6
Number of children on roll	22
Date of previous inspection	5 July 2021

Information about this early years setting

The childminder registered in 2014 and lives in Swindon, Wiltshire. She operates from 7.30am to 6pm, Monday to Friday, with the exception of bank holidays and family holidays. The childminder receives funding for the provision of free early education for children aged two, three and four years. The childminder works with an assistant and provides occasional overnight care.

Information about this inspection

Inspector
Karen Allen

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder spoke to the inspector about her intentions for children's learning and evaluated an activity.
- The inspector talked to the childminder, the assistant and children at appropriate times during the inspection.
- The inspector observed the quality of the adults' interactions with children and assessed the impact that this was having on children's learning.
- The inspector spoke to parents during the inspection, read written feedback and took account of their views.
- 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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