

Childminder report

Inspection date: 19 January 2023

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

The childminder and her assistant are caring and nurturing towards the children. Children are safe and secure in her home. They have good bonds with the childminder and her assistant. Children seek cuddles when they need comfort, and the childminder reassures them with her kind, sensitive manner.

Children confidently explore the environment, which is centred around their interests. Children use their senses to explore messy play. They say, 'it looks like hay', as they eagerly seek resources to scoop up the 'hay'. Others add diggers and cars. They watch the movement as they excitedly push them through the 'hay'. The childminder plays alongside the children, providing them with a positive role model and a narrative to their play.

Children have daily opportunities for physical activity. They access a secure garden, where they run with their friends and use natural resources to build 'houses' for the toy animals. Children and the childminder roll large hoops in a race. Children squeal with excitement when they win and are eager to have another go.

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

- The childminder plans a curriculum that is centred around the children's interests and what they need to learn next. Activities incorporate these. Children have recently shown an interest in music and movement. Children request their favourite song, and music is played to include their requests. This entices children who can be reluctant to express themselves through movement to engage to have a go. Assistants dance alongside. Children begin to learn new skills and gain confidence.
- The childminder talks to the children and begins to encourage children's independent skills. Children make choices in their play and put on their coats and hats for the garden. However, children are not consistently given the opportunity to independently attempt their own hygiene routines, such as washing their hands or wiping their noses. Additionally, staff do not always communicate with children to tell them they are going to wipe their noses or faces. Children are not always learning the importance of independence and having a choice.
- There are good partnerships with parents. The childminder works closely with them to ensure they have a good insight into their children's development. Parents report that the childminder provides them with support that more than just childcare, especially during and since the COVID-19 pandemic, when there has been limited support from other agencies. They share that their children love attending and have made good progress since being with the childminder.
- Children who need additional help are generally well supported. The childminder

seeks support from outside agencies, where required, and puts recommended strategies in place. However, children who have limited social interactions and communication skills are not consistently supported to engage with large group and free-play activities. Therefore, these children do not always gain the best possible learning experiences from all activities provided.

- The childminder and her assistant weave mathematical language into children's play. Children explore paint with various resources. Assistants asks children what colour cars they have and how many wheels it has. Children respond confidently. Assistants support children when they are unsure of the answer by using the correct colour in their response. Children learn to become confident using mathematical language.
- Children are integrated into the local community. The childminder takes the children on walks to local parks and accesses local libraries and soft-play facilities. Children learn road safety and get the opportunity to mix with others in the community. Children become socially confident and learn how to be safe outside the home.
- Children are very well behaved. When they would like a toy that a friend has, they ask kindly if they can have a turn. Children respond to their friend's requests and share toys well. When older children see that the younger children need help, they say, 'let me show you'. They assist and show them how to open the packet they are struggling with. Children smile when they receive help. They are supportive of each other and aware of when their friends need help.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role and responsibility to help keep children safe. She and her assistant are aware of the signs and symptoms that may be a cause for concern. The childminder is confident in the procedures she needs to follow and how to report concerns if she has any worries about a child's welfare. The childminder has up-to-date contacts for the relevant agencies she may need to liaise with. She is aware of who to contact should any allegations be made against herself or her assistant. The childminder and her assistant provide a safe environment for children to play.

What does the setting need to do to improve?

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

- provide children with opportunities to be independent with their self-help skills, particularly in their hygiene routines, and ensure they consistently learn the importance of having a choice
- use strategies to support children with limited social interactions and communication skills to have consistent and successful engagement with

activities, to ensure they have the best possible learning experiences.

Setting details

Unique reference number	EY303919
Local authority	Swindon
Inspection number	10263038
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 11
Total number of places	9
Number of children on roll	23
Date of previous inspection	18 April 2017

Information about this early years setting

The childminder registered in 2005. She lives in the Red House area of Swindon. She works Monday to Friday, 8am to 5.30pm, all year round. The childminder works with an assistant. She receives funding for two-, three- and four-year olds.

Information about this inspection

Inspector

Sarah-Louise Clements

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder, her assistant and children.
- The inspector carried out a joint observation of an activity with the childminder.
- Parents shared their views of the setting with the inspector.
- 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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