

Childminder report

Inspection date: 29 February 2024

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 are happy and settled in the childminder's welcoming environment. The childminder provides a varied curriculum that supports children's individual needs and what they need to learn next. The childminder provides activities that support children's physical, personal, social and emotional development, and their communication and language. For example, the childminder helps children to paint their own picture of a daffodil. She encourages them to smell the daffodil and talks to them about the different colours of the flower. The childminder then explains St David's Day and that the daffodil is the national flower for Wales. She extends this by talking about dragons, and they look at a picture of a dragon. Children learn to respect and value differences through the well-planned activities.

The childminder knows the children well and is able to meet their individual needs. The children gain a strong sense of belonging in her care. The childminder knows children's families well and talks to the children about their home life. Children behave well. They share and take turns when playing with the cars and dinosaurs. The childminder is proactive in helping children to understand the simple rules and develop good manners.

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

- The childminder builds positive relationships with parents and carers. She provides them with daily diaries and holds regular discussions to keep them well informed of how their children are progressing while in her care. Parents comment that their children are safe and well cared for in the childminder's home.
- The childminder is committed to training and has completed a course on early years special educational needs. This helps her to identify if children need additional support, and put procedures in place to offer this support.
- Children benefit from the childminder following their home routines with regard to feeding, nappy changing and sleeping. The childminder has good procedures to continually check children who are sleeping to keep them safe and comfortable. Good nappy changing routines and hand hygiene support children in learning how to promote their health and well-being.
- The childminder provides good opportunities for children to learn to count, identify colours, and match objects to numbers. For example, children play a game with different-colour teddy bears and dice. The children have to pick up the corresponding number and colour bears and put them in their cup.
- Children benefit from the childminder regularly planning trips to places of interest in the community, such as soft-play centres, the library, and local parks. Children enjoy these outings, which further develop their physical skills, and the childminder takes activities with her to extend children's learning.

- The childminder teaches children how to stay safe both in the house and when on outings. For example, children learn about road safety on the way to school to collect older children. They practise the fire drill to learn how to evacuate the premises in an emergency.
- The childminder promotes children's communication and language well. For example, she talks to children about what they are doing and encourages conversation. However, she misses opportunities to support younger children's communication and language development further, for example, by singing simple songs and rhymes.
- Children show good levels of independence. They make choices in their play. The childminder has a wide range of resources, with photos on the boxes to enable the younger children to make choices. For example, children recognise the photo of the dinosaurs and choose to play with them.

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:

- develop a more-consistent approach to introducing simple rhymes to support younger children with their communication and language development.

Setting details

Unique reference number	EY305706
Local authority	Swindon
Inspection number	10317418
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 6
Total number of places	6
Number of children on roll	4
Date of previous inspection	23 May 2018

Information about this early years setting

The childminder registered in 2005 and lives in Swindon, Wiltshire. The childminder works all year round, except for bank holidays and family holidays. She works Monday to Friday from 8am to 6pm. The childminder holds a level 3 qualification in early years.

Information about this inspection

Inspector

Lorraine Sparey

Inspection activities

- This was the first routine inspection the provider 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 inspector held a discussion with the childminder about her curriculum and how she supports all the children with their learning.
- Parents wrote comments about their views of the childminder's provision, which the inspector took into account.
- The inspector viewed all areas of the childminder's home used by the children to assess their suitability and safety.
- The inspector spoke to the childminder and the children throughout the inspection, and completed observations in the lounge and dining area and discussed the findings.

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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