

Childminder report

Inspection date: 21 May 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

The childminder supports children's well-being closely, offering them lots of attention. Young children are quickly reassured with a cuddle, when upset. The childminder knows their routines, recognising when they are hungry or tired and conscientiously adapts her support, fulfilling their care needs promptly. Children form strong bonds with the childminder and readily warm to her caring manner. Parents say there is a great family atmosphere at the childminder's provision and the whole of her family make children feel welcome.

The childminder focuses on developing children's skills and outlines activities and support to help them to progress. She inspires their curiosity and gives children time to explore ideas. Children develop their dexterity well as they excitedly experiment with water, collecting and moving it around using bottles, pipes and different buckets. The childminder inspires them to test out their ideas and helps older children to predict what may happen and to solve problems. Children make marks with pens. Younger children persevere as they master new skills, such as putting the lids back on the pens. Older children use balance bikes on the childminder's large patio. The childminder encourages them to pay attention to details, and they marvel at the marks they make as they wheel the bikes through the puddles of water. Children then explore making prints with their shoes and boots. They show positive attitudes to new experiences and progress their skills very well.

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

- Children develop their social skills well. They enjoy being with the other children. With the childminder's support, they begin to learn to appreciate the needs of others. She uses a very calm and consistent approach, patiently persevering with her reminders and explanations. Children learn about boundaries in place for their safety and begin to share resources and take turns with toys.
- The childminder uses her observations of children to assess their learning and to gauge if they are working at expected levels. She outlines what each child needs to learn next. She plans her activities and her and her assistant's support around children's outlined next steps and links to children's interests to help engage them.
- Children learn to be increasingly independent and enjoy doing things for themselves. Older children learn to manage their toileting needs. They help tidy toys and set up for mealtimes. Young children eagerly toddle off to get their shoes, and with the childminder's help get them on to go outside. Children show pride in their achievements and develop a suitable sense of responsibility.
- The childminder builds strong beneficial relationships with parents and carers. They collaborate closely about children's achievements and interests. The

childminder shares her plans for children and offers parents ideas for supporting their children's next steps in learning at home. She works with parents to close gaps in their children's development, ensuring that children get any help from other professionals that they may need. Parents say that the childminder has exceeded their expectations and has made a positive and lasting impact on their lives.

- The childminder explains things to children to help their understanding and to encourage their cooperation. She gives older children time to think and respond to her discussion, developing their early conversation skills. However, the childminder misses the chance to offer younger children clear words to copy, helping them develop their speech further. Additionally, at times, she is not always successful in engaging them at story time, ensuring that she fully supports their listening and attention skills.
- The childminder takes children out into the local community. They attend playgroups so that children can mix with other children of a similar age and develop their social skills. They visit parks and go on nature walks. The childminder also takes children to gymnastics club every week to beneficially build their physical strength and coordination as well as their confidence to tackle new challenges.
- The childminder shows a passion for her work. She thinks about what she provides for children, gaining the views of parents and her assistants to help her continue to improve and enhance her provision. She links with local advisers to keep up with changes to guidance. She uses online educational resources and specialist companies to help her gain new activity ideas and to offer interesting resources to inspire children's learning.

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:

- make the most of opportunities to extend younger children's communication skills further.

Setting details

Unique reference number	EY349741
Local authority	Swindon
Inspection number	10335441
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 7
Total number of places	12
Number of children on roll	9
Date of previous inspection	15 June 2018

Information about this early years setting

The childminder registered in 2007 and lives in central Swindon, Wiltshire. She operates all year round, from 8.15am to 5.15pm, four days a week. She occasionally works with an assistant. The childminder holds an appropriate qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Rachel Howell

Inspection activities

- This was the first routine inspection of the childminder 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 viewed the areas used for childminding and discussed with the childminder how she implements the educational programmes for the children.
- The childminder and the inspector evaluated the effectiveness of an activity together.
- The inspector observed the children and the childminder and spoke with them at appropriate times during the inspection.
- Parents shared their views of the childminder's provision with the inspector.
- Relevant documentation was reviewed by the inspector, including suitability checks and paediatric first-aid qualifications, and the childminder discussed her procedures for safeguarding the children.

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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