

Childminder report

Inspection date: 11 November 2019

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

What is it like to attend this early years setting?

The provision is good

Children experience warm, loving and secure relationships with the childminder. She is highly attentive to their needs and children thrive within this happy and stimulating environment. The childminder pitches activities at just the right level for each child so that they build on what they know and can do. She keeps a close check on children's development and quickly spots when they may need additional help. She works closely with parents and other professionals to help them catch up. For example, she offers parents helpful advice on how they can support children's development at home. Children relish their successes and are very eager to try new activities. They make very good progress from their starting points. The childminder is fun and constantly adapts activities to follow children's interests so that they are thoroughly engaged in their play. The childminder provides an outstanding role model for children. She is consistently kind, polite and respectful of each child's needs and interests. From a very young age, they follow her excellent example, and enjoy her praise for every small act of kindness or helpfulness. The childminder helps children to gain a strong awareness of who they are and to value differences between themselves and others.

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

- The childminder plans a varied and stimulating range of activities across the curriculum, which capture children's interest. Children are inquisitive and highly motivated to learn, and they make very good progress from their starting points. For example, babies discover the different sounds they can make by banging spoons on pots and pans. The childminder extends the activity for older children by adding numerals to the pans, and they enjoy the game of banging familiar numbers.
- The childminder works closely with parents and keeps them well informed of their child's progress. Parents speak very highly of the care she provides. They say, 'She genuinely cares for the children and wants them to achieve the best they can,' and, 'My son is much more independent and looks forward to doing things himself.'
- The childminder promotes children's good health. She makes sure that children are rested and well nourished, so that they can enjoy their day. Children and babies play energetically, frequently outdoors, and become strong and coordinated. They move in different ways, such as crawling through dens and dancing to music. The childminder understands how this benefits their health and well-being and helps their brains develop.
- The childminder supports children's speech very well, including those who are learning English as an additional language. She encourages babies to make sounds and repeats words many times, and with older children she gradually uses more complex sentences. She reads and sings to children every day, so

they hear new words and ideas.

- The childminder knows children and their families very well. She has a thorough settling-in process where she talks to parents about children's care routines and things that are important to them. She does not, however, gather enough information about what children say, know and can do before they start, to get a full picture of children's development, so that she can measure their progress from the outset. She is aware of this minor weakness and has plans to help her gain this information.
- The childminder provides a wide range of opportunities for children to learn about the world around them, to meet new people and talk about similarities and differences between themselves and others. Children frequently visit the library and parks, the post office, local playgroups and shops. Children respond warmly to others' needs, for example finding a comforter to help settle a baby to sleep.
- The childminder reflects on her practice and seeks parents' views to help her make improvements. She meets with other childcare professionals to exchange good practice ideas. She completes statutory training to ensure her knowledge of safeguarding issues and first aid are up to date. However, in recent years she has focused less on enhancing her teaching skills, for example in supporting patterns of play, to enable her to maximise children's learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a very broad knowledge of safeguarding, including wider child protection concerns. She is alert to the signs and symptoms which may indicate that a child is at risk of harm and knows what to do if she has concerns about a child's safety and welfare. She takes her responsibility extremely seriously and frequently attends training to update her knowledge to help keep children safe and protected from harm. She helps children recognise and manage risks themselves, for example teaching road safety from a very young age.

What does the setting need to do to improve?

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

- enhance the information gained from parents about children's development when they start, including children's development in their home language, to enable progress to be measured from their starting points
- use professional development opportunities to develop teaching skills even further to maximise children's learning.

Setting details

Unique reference number	EY354373
Local authority	Swindon
Inspection number	10072059
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 9
Total number of places	6
Number of children on roll	5
Date of previous inspection	22 September 2015

Information about this early years setting

The childminder registered in 2007. She lives in Swindon. The childminder receives funding for the provision of early education for children aged two, three and four years old. The childminder holds a childcare qualification at level 3.

Information about this inspection

Inspector

Rachel Edwards

Inspection activities

- The childminder showed the inspector all areas of her home that she uses for childcare. They discussed how she organises her home and plans activities to support children's learning.
- The inspector observed the childminder interacting with children during play activities and care routines.
- The inspector took account of parents' views from their written comments.
- The inspector sampled documents used by the childminder and looked at evidence of suitability of adults in the household and the childminder's qualifications.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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