

Childminder report

Inspection date: 9 September 2019

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 develops strong bonds with children which enable them to feel safe and secure in her care. Children form good friendships with other children. For example, children are happy to see each other when they arrive and they enjoy playing together. These positive relationships support children's confidence and self-esteem. Parents comment on how well their children have settled in the childminder's care and enjoy hearing about their learning.

The childminder supports children to experience curiosity about the world they live in. For example, the children observe how caterpillars change into butterflies. Children also develop a greater understanding about the wider community. For example, the childminder takes the children on regular trips, such as strawberry picking and visits to the farm, and uses public transport to access these places.

The childminder uses her training well to engage parents in reading to their children at home. She lends children stories to read at home with their parents and encourages them to share their enjoyment and tell the childminder about the book they have read.

Children explore different foods and textures, which the childminder supports well. For example, the childminder uses a technique called 'touch and take' at snack time. This encourages children to taste the different foods on offer and the childminder supports them successfully to have a go.

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

- The childminder observes children's engagement and monitors their progress well. She gathers detailed information about children's starting points to plan appropriate activities that are suited to children's interests and next steps. For example, to support some children's mathematical knowledge, the childminder provides them with an activity that incorporates different colours, shapes and sizes to explore and count. Children are interested in using different resources during a sticking activity. For example, the childminder supports children to carefully peel off the stickers for their pictures.
- The childminder has developed a good partnership with parents. She shares written and verbal communication to inform parents about their child's learning. The childminder also asks for the parents' views on her care and practice each year to support future improvements. Parents say that their children have made progress since starting with the childminder.
- The childminder has high expectations for all children in her care. She supports children's behaviour well, teaching them about boundaries and care for others around them. When children struggle with regulating their behaviour, the

childminder offers children support and reassurance. For example, the childminder notices that a child is beginning to struggle with their behaviour and offers a snack.

- The childminder successfully implements a good range of policies and procedures to ensure she keeps children safe and secure. The childminder keeps her early years knowledge up to date. For example, she accesses information and training courses online and regularly attends childminder networking groups to share good practice.
- Some children show high levels of engagement in adult-led activities. For example, they recognise coloured shapes and make choices about which to use to create their train. The childminder interacts successfully to build children's mathematical vocabulary. However, while older children have a positive attitude to learning, the younger children show less concentration and become disinterested.
- When the childminder collects the older children from school, she communicates well with teachers. However, the childminder has not developed links with pre-schools and Reception teachers to support children with smooth transitions to new settings and to help them settle quickly.
- The childminder supports children's language and literacy development successfully. When sharing stories she offers opportunities for children to recall significant parts of the story and use the available props to support their learning and imagination.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a good knowledge of the signs and symptoms that may suggest a child is at risk of harm. She understands her role in safeguarding children and knows the procedures she must follow if she has concerns about a child's welfare. The childminder completes training to refresh her safeguarding knowledge to include wider safeguarding issues, such as the 'Prevent' duty. She uses risk assessments effectively to ensure children are safe inside and outside. She gathers appropriate information before planning outings, to ensure the safety of the children while away from the childminder's home.

What does the setting need to do to improve?

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

- extend ways to support and challenge younger children to help build their concentration and engagement skills when they participate in adult-led activities
- develop strategies to communicate and work with other early years settings children attend, including pre-school and Reception classes, to provide greater continuity in supporting children's learning and to help them settle quickly.

Setting details

Unique reference number	EY356165
Local authority	Swindon
Inspection number	10073925
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 8
Total number of places	6
Number of children on roll	5
Date of previous inspection	8 June 2016

Information about this early years setting

The childminder registered in 2007. She lives in the Nythe area of Swindon, Wiltshire. She holds a relevant qualification at level 3. The childminder works on Monday to Friday from 8am until 6pm, all year round, apart from family holidays.

Information about this inspection

Inspector

Terri Breakwell

Inspection activities

- The inspector observed interactions between the childminder and the children as they played.
- The inspector spoke to parents, observed written documentation and took account of their views.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector looked at relevant documentation, including risk assessments and evidence of the suitability of people living in the household.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.

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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