

Childminder report

Inspection date: 20 March 2025

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 creates a safe and nurturing environment for children. They confidently explore and engage with purpose. Children refer to the childminder for support and reassurance, and they enjoy her interactions. Children bring the childminder a puzzle game where they sit together and play. She helps children where needed and praises them for having a go. Children beam with happiness at their achievements.

The childminder uses her knowledge of the children to create and implement a meaningful curriculum that is catered to their needs. She ensures that children are independent and ready for their next stage of learning, which is ultimately to be school ready. Children know the routine well. Young children fetch their own shoes and coats ready for the garden and put them on with minimal support. During mealtimes, children make their own choices and learn to cut their own fruits and use cutlery to feed themselves. Children show high levels of confidence and independence from a young age.

Children learn the importance of a healthy lifestyle. The childminder ensures they have daily access to fresh air and exercise. They go for walks in the woods and develop their big physical movements when they explore the local parks. Children are provided with healthy snacks and learn about hygiene when they wash their hands after garden play and before meals.

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

- The childminder is reflective in her practice and is always thinking how she can improve to provide better experiences for children. She evaluates activities with children in mind. The childminder has recently completed special educational needs coordinator training. She identified this as a gap in her knowledge and continues to ensure that she can provide an inclusive provision for all who attend. She also networks with local childminders, where they can share practice and support one another's well-being. Children are happy and access an inclusive learning environment.
- Children behave well and create positive relationships with their peers. They enjoy each other's company and giggle with excitement during interactions. Older children are good role models for their younger peers. They support them in their play and speak to them with respect. Children help their younger peers make choices when they hold up two different-coloured plates at lunch and say 'choose'. They praise their friend's choice.
- The childminder knows all the children and their families well. She creates next steps for learning based on what children need to learn. She observes the children to assess their progress and track their development. The childminder is

aware of the external support she can request if she has concerns about children's development.

- Parents report that the childminder is kind and provides excellent support for their children. She keeps them informed of their children's care needs as well as what they are learning. They comment on how their children love to attend and have excelled in their learning, particularly with their language.
- The childminder promotes communication and language at every opportunity. She reads children stories with enthusiasm and encourages them to join in and label what they see. When children explore a sensory activity, the childminder introduces mathematical language, such as 'big' and 'small', and asks children if the cups are 'full' or 'empty'. Children respond with confidence, sparking conversations about their play and what they are learning.
- The childminder begins to teach children what is expected of them. For example, if children run indoors, she reminds them that this is unsafe. However, this is not consistent. When children eat messy play foods, the childminder asks them not to, but does not help them to understand why. Additionally, the childminder does not always explain the importance of finishing activities and tidying away before moving on to a new task. Children do not always learn the impact their actions can have.
- The childminder integrates children into the local community. They visit the local library to explore books, meet local childminders and socialise with other children. The childminder teaches children about the natural world when they explore plants, visit the local pond and talk about the seasons. For example, they feed the ducks and talk about life cycles.

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:

- provide more consistency for children to help strengthen their understanding of expectations.

Setting details

Unique reference number	EY383416
Local authority	Swindon
Inspection number	10260212
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 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	22 August 2019

Information about this early years setting

The childminder registered in 2008 and lives in Swindon, Wiltshire. She operates her service all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant qualification at level 3. The childminder provides government funded places for childcare.

Information about this inspection

Inspector

Sarah-Louise Clements

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector and the childminder carried out a joint observation of a group activity.
- 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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