

Childminder report

Inspection date: 3 March 2023

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

What is it like to attend this early years setting?

The provision is outstanding

The childminder greets families at the door, and children skip in immensely happy. The childminder uses familiar and shortened names for the children which make them smile and giggle. The children are extremely secure within the space and know the rules and routines. They remove their shoes before running off to start the day. The children thrive with the childminder and have made extremely strong bonds with her. The childminder has created a stimulating home-from-home environment for the children. She provides a well-equipped playroom and designated sleep room on the ground floor.

Children learn excellent social skills. The childminder makes healthy mealtimes enjoyable and full of conversation. She provides photographs of recent activities to prompt the children's memories and language. They fondly discuss making tracks with cars in the snow and decorating a huge junk model lorry. The childminder provides children with bats and balls in the garden and encourages them to be active by climbing at the nearby park.

The childminder's enthusiasm captures the children's attention and they relish learning. They are highly engaged in all activities, indoors and outdoors. The childminder makes comprehensive assessments of the children's abilities. This means she can create accurate, individual targets for them. For example, younger children use paint in bags to develop fine motor skills, and older children learn to mix new colours. The childminder helps them to build on what they can do. Children enjoy a well-planned sequence of learning opportunities. They make fast progress towards their next development stage. The childminder consistently promotes independent skills for play and self-care. Children can communicate their needs confidently. This prepares them for their future schooling.

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

- The highly skilled and experienced childminder is passionate about her work. She is extremely motivated and carries out her own research to provide imaginative activities. For example, she uses toys that interest children to guide them towards their first steps, or uses cars to promote early writing skills. Her desire to improve is admirable and she records ideas for change for all adult-led learning. The childminder uses advice from other agencies, including the local authority, to enhance what she provides. For example, after a recent audit, she created engaging place mats to further support children's learning while waiting for their friends to finish eating at mealtimes.
- There is a strong emphasis on communication in the setting. Children listen to songs and books daily. They are actively encouraged to contribute their own thoughts and ideas. Children hear lots of new words to use, such as 'soggy' and

'squelch', and have time to express what they mean. Children are confident and animated when making attempts to use new language.

- The childminder is an exceptional role model. Children have good manners and know how their behaviour may have an impact on others. They reflect and amend their excitable behaviours when prompted positively by the childminder. When playing independently, children of all ages play together. Children show levels of kindness beyond their years. Older children understand that younger children play differently, and they use phrases such as 'OK, you do it that way'. Children develop high levels of empathy and show joy in one another's company.
- Children show determination when tasks are challenging. The childminder encourages them to keep on trying and children have a go. For example, she provides highly effective commentary and feedback with actions, while children persevere with pulling on their shoes. Children delight in what they can do and feel successful.
- The children have an array of varied experiences, so they learn about the wider world. The childminder takes them on trips to small airports and numerous museums. They also have walks within the local community. For the Queen's Platinum Jubilee, the children delighted in being part of making a community card and receiving a response. The childminder champions discussions about the children's own similarities and differences, for example recently exploring how the children have different skin and eye colour. The childminder shows commitment to ensuring that her setting promotes equality and diversity. This prepares children well for life in modern Britain.
- Partnerships with parents are very strong. The childminder takes time to talk with parents openly at drop-off and pick-up times. She shares her professional knowledge with families. For example, she signposts them to information about internet and technology safety. Parents speak very highly of the care and education their children receive. They welcome monthly newsletters and the use of an electronic journal to keep them informed. Parents comment on the excellent progress their children make and say they would highly recommend the childminder to others.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is at the forefront of all that the childminder does. She has a comprehensive knowledge of the most up-to-date safeguarding matters, including the 'Prevent' duty and female genital mutilation. She and her assistant attend regular training and reflect effectively on this to inform what they do. The childminder has meticulous policies to accompany her precise practices. She keeps records of low-level concerns to create a bigger picture of children who may be at risk of harm. She has a visitor log and makes visitors aware of the 'no digital device' policy. The childminder carries out regular, ongoing risk assessments for the premises and trips. She is aware of her responsibility to keep children safe. She knows how to share information with appropriate agencies in a timely manner.

Setting details

Unique reference number	EY397007
Local authority	Swindon
Inspection number	10276236
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	0 to 3
Total number of places	15
Number of children on roll	27
Date of previous inspection	6 July 2017

Information about this early years setting

The childminder registered in 2009. She lives in Redhouse, near Swindon, in Wiltshire. Her husband works as her assistant. The childminder works from 7.30am to 5pm, Monday to Friday, throughout the year. The childminder has an early years qualification at level 3. She receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector
Amy Montgomery

Inspection activities

- This was the first routine inspection the childminder received 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 setting.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder spoke to the inspector about children's learning and development, with a focus on communication and language.
- The inspector observed the interactions between the childminder and children.
- Children spoke with the inspector during the inspection.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views on 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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