

Childminder report

Inspection date: 29 April 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 has created an ambitious curriculum. She places focus on providing children with opportunities to explore the natural world. This helps children to build on what they know and can do through meaningful experiences. Younger children seek out the musical instruments and explore sounds, as they shake the 'rain drum'. The childminder repeats 'tap, tap, tap' as she taps the drum, helping children to build connections between words and actions. She introduces new vocabulary to children, such as, 'squishy' helping to widen children's language skills. Younger children investigate coloured pieces of material; the childminder hides objects under these for children to find. This helps to spark children's curiosity and problem-solving skills. Older children use water pens, demonstrating good pencil control, in preparation for early writing. The childminder captures children's attention with her enthusiasm. This means, children develop positive attitudes towards their learning.

The childminder develops strong bonds with children. For instance, children demonstrate their affection and security, as they spontaneously cuddle the childminder during play. This helps children to be confident and ready to learn. Children begin to gain a good understanding of expectations through gentle reminders, such as, the importance of sitting at the table when eating. The childminder validates children's emotions. For example, when children are feeling a little unsure, she talks to children about how they are feeling and that this is okay. Children begin to develop their understanding and recognition of their feelings and emotions.

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

- The childminder uses her strong knowledge of children's interests to plan fun and engaging activities. She recognises what children need to learn next. For example, children decorate a caterpillar shape using stickers, to encourage their fine motor skills. However, on occasion, the childminder is sometimes too quick to help children when they come across any minor difficulties. This limits opportunities for children to develop their perseverance when things become challenging.
- The childminder gathers important information about each child and uses this to form starting points for children. She completes a baseline assessment when they have settled, helping to implement more precise next steps for their learning. The childminder uses effective assessment to monitor children's progress and this swiftly helps to identify gaps in learning. Children receive the support they need promptly.
- The childminder promotes children's literacy skills well. Together they enjoy attending music groups, developing children's recognition of rhythm and rhyme.

Children independently source their favourite books and hand it to the childminder to read. They listen well and enjoy pointing and discussing pictures in the book. Children develop a love stories.

- Children begin to learn about healthy lifestyles. The childminder provides children with a range of fruit options during snack and younger children point for more. The childminder embeds effective hygiene routines and children know to wash their hands before eating. Children benefit from daily exercise and fresh air, supporting their physical health and well-being.
- Children enjoy opportunities to explore their local community. They visit parks, farms, fire stations and attend local toddler groups. These experiences deepen children's awareness of diversity within their community and helps to extend their social skills and confidence. This supports children's readiness for school.
- The childminder understands the importance of self-evaluation to maintain effective practice for children and families. She has recently changed her assessment process to a paper-based approach, providing a more comprehensive overview of children's development. The childminder implements new knowledge learned from previous training. For example, child psychology training has provided the childminder with a deeper understanding of children's neurological development.
- Partnerships with parents are strong. The childminder keeps parents well informed about their children's learning and development. She provides ongoing advice and support to continue children's development at home, such as, potty training. The childminder's support and flexibility is warmly welcomed and valued by parents. They report their children enjoy the varied activities and outings. Parents comment on the childminder's 'nurturing presence' and how this helps their children to thrive.

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:

- increase opportunities during day-to-day routines to further support children's emerging independence, helping them to develop resilience and perseverance.

Setting details

Unique reference number	EY412887
Local authority	Swindon
Inspection number	10376156
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 2
Total number of places	5
Number of children on roll	2
Date of previous inspection	20 May 2019

Information about this early years setting

The childminder registered in 2010. She lives in the Sparcells area of Swindon. The childminder provides care all year round and operates on a Tuesday, Wednesday and Thursday, from 7.30am to 4pm. The setting offers government funded places.

Information about this inspection

Inspector

Chelsea Woollard

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and inspector discussed how the curriculum has been implemented and the impact that this has on children's learning.
- Children spoke with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- 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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