

Childminder report

Inspection date: 18 January 2023

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

Young children are extremely happy and settled in the childminder's care. They show they feel safe as they readily approach her and share a book they wish to look at with her. Children develop positive relationships with the childminder and their friends. They sit together exploring dough and making models. Children develop their fine motor skills as they manipulate the dough and use various tools to cut it and roll it. They confidently explore the activities as they unlock various locks on a board and hang wooden rings on a mug tree, for example. They spend suitable periods engaged in their play, showing a positive attitude towards their learning.

The childminder has a clear vision of what she wants the children to learn based on their interests and individual needs. She intends for the children to develop curiosity and a love of learning as they develop the skills and knowledge they need for their move to pre-school and school. The childminder regularly assesses the children's progress and quickly seeks advice and puts in place additional support to help close any gaps in learning.

Overall, the childminder, has high expectations of young children. She encourages them to feed themselves, help themselves to their drinks and get their bags when they need their nappy changed. However, at times, she does not encourage the older children to be more confident in their self-care skills. She does not consistently encourage them to take off their trainers or empty their lunch boxes when they do not want to, for example.

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

- Parents report that their children really enjoy coming to the childminder's home. They state that communication is excellent and that the childminder respects their choices about their children's routines. Parents say the information they receive from the childminder to support them in continuing their children's learning at home is 'amazing'. Parents report that they appreciate receiving regular photos of their children engaged in a wide range of activities during the day.
- Children have lots of opportunities to be outdoors in the fresh air and to explore nature and their local environment. They enjoy making footprints in the snow and the childminder helps the children learn how it melts into water. The childminder regularly takes children on nature walks, puddle jumping and to the woods. This means the children experience the natural world and engage in physical activity, such as making dens and climbing trees. The childminder helps children learn about their diverse community. For instance, she takes the children to the local Oriental shop to talk to the owners and to look at and talk

about the different foods they sell.

- The childminder has attended a wide range of courses to enhance her professional development. Following attending a training course on the outside curriculum, she is introducing more activities, such as a sand area and the use of her allotment. She intends for this to increase children's sensory experiences and to introduce more maths into outdoor play. She also has plans to attend training about the use of hand signs, to support those children with less language to communicate more confidently.
- Children's behaviour is good. The childminder teaches them from a young age to share and take turns. When looking at books together, she helps them learn to lift the flaps in turn, for example. The childminder praises children for their achievements, such as when they say 'please' without prompting or name the animals in the book they are looking at. This boosts the children's confidence and self-esteem.
- Overall, the childminder supports children's language development effectively. She provides a narrative for what children are doing, repeats words and sounds with them correctly and has conversations when changing their nappies. On occasion, she does not broaden children's vocabulary by using alternative words or repeating familiar words to reinforce or add to what they already know.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of safeguarding and child protection issues. She knows the procedures to follow if concerned about the welfare of a child in her care and if an allegation is made. The childminder keeps up to date with her safeguarding training. She ensures the environment is safe for the children.

What does the setting need to do to improve?

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

- offer more consistent ways to develop older children's self-care skills, particularly when they are reluctant to have a go and try to do things for themselves.
- improve the support given to help children develop a wider range of vocabulary.

Setting details

Unique reference number	EY432312
Local authority	Swindon
Inspection number	10263950
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	6
Number of children on roll	4
Date of previous inspection	17 May 2017

Information about this early years setting

The childminder registered in 2011 and lives in Swindon, Wiltshire. She operates all year round, from 7.30am to 6.30pm, Tuesday to Friday. The childminder is eligible to receive funding to provide free early education for children aged three and four years.

Information about this inspection

Inspector

Charlotte Jenkin

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 provider and has taken that into account in their evaluation of the provider.
- The childminder spoke to the inspector about her intentions for children's learning.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact this was having on children's learning.
- The childminder discussed an activity with the inspector and evaluated the impact on children's learning.
- The childminder made some documentation available for the inspector to sample, including training certificates.

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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