

Childminder report

Inspection date: 6 May 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 kind and caring childminder welcomes children into her homely setting. She provides the nurture children need to feel safe and happy. Children form secure attachments with the childminder and her staff. This helps children to feel comfortable and relaxed in the home-from-home environment. Children explore confidently and enjoy a range of activities in the childminder's home and in the local community.

The childminder has an ambitious curriculum. She aims for children to gain the knowledge and skills they need to move on to their next stage in learning, particularly moving onto school. The childminder wants these transitions to be as easy as possible for them. With her staff, the childminder plans meaningful experiences and activities for children to support their learning, and introduces new knowledge and skills. The childminder uses her knowledge of children's interests as well as planning topics to follow, for their adventures and to engage children in play and learning. The curriculum supports all children to make good progress in their learning and development.

Children behave well. The childminder and her staff support children to develop good manners. Children show kindness to one another and follow the rules. They show positive attitudes to tasks such as tidying away their toys and washing their hands. The childminder and her staff shower children with praise, for example when they manage to put their shoes on independently. This helps promote children's self esteem and confidence to try new things.

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

- The childminder and staff support children's communication and language skills effectively. They encourage children to listen for sounds when in the garden. For example, children hear something in the sky and recognise that it is a helicopter. Furthermore, the childminder and her staff repeat children's words to ensure they hear the correct pronunciation. They engage in meaningful conversations with children about their past experiences. These experiences help children to become confident communicators.
- During structured activities, the childminder and her staff adapt teaching well to support children's individual learning needs. For example, when painting, young children delight at using different tools to create and explore different colours. Older children explore and discuss the more complex patterns and colours they make on the paper. However, the childminder and her staff do not always provide the same targeted teaching during childrens free play to challenge and extend their learning even further.
- Children develop a love of books from a young age. They sit comfortably

alongside the childminder as she happily reads stories to them. The childminder encourages all children to be involved at story time. For example, she prompts children to identify the characters in the story. As a result, children enjoy taking part in story time.

- The childminder promotes children's good health. They develop their physical skills during outdoor play. Children discuss how they brush their teeth at home and when they visited the dentist. The childminder promotes children's independence in self-care routines ready for the eventual move to school.
- Maths is weaved throughout the activities of the day. The childminder and her staff introduce mathematical vocabulary while playing with children. This helps children to count items very well and use maths language in their play, talking about filling items 'to the top' and labelling things by size.
- The childminder demonstrates good, reflective practice. She uses observations of children's play and engagement to develop the environment and routines. The childminder actively seeks opportunities to continue her own professional development along with her staff. This includes accessing local networking groups and sourcing training opportunities. This ensures that practice is kept up to date, which has a positive impact on children's progress.
- Parents speak highly of the childminder. They say the childminder communicates effectively about their children's learning and progress, helping them to feel fully informed about their child's development. Parents are appreciative of the additional support the childminder provides, for example through the supportive strategies offered to promote children's communication and language. This helps to provide children with continuity of care between home and setting.

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:

- constantly adapt and extend teaching opportunities to promote children's learning, specifically during sessions of free play.

Setting details

Unique reference number	EY434865
Local authority	Swindon
Inspection number	10402668
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 10
Total number of places	6
Number of children on roll	11
Date of previous inspection	15 September 2022

Information about this early years setting

The childminder registered in 2011 and lives in Swindon. She operates all year round from 7.30am to 5pm, Monday to Friday. She holds a childcare qualification at level 3. The childminder employs an assistant. The childminder is eligible to receive funding to provide free early education for children aged nine months to four years.

Information about this inspection

Inspector

Marie Swindells

Inspection activities

- The inspector held a discussion with the childminder in relation to the leadership and management of the setting.
- The inspector took account of parents' views.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- 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.
- The inspector observed the quality of interactions between the childminder and the children.

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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