

Childminder report

Inspection date: 16 March 2020

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

What is it like to attend this early years setting?

The provision is good

Children feel nurtured and valued by this very warm and caring childminder. Her quiet and friendly manner helps them feel secure and they grow in confidence into highly independent individuals. The childminder sets an excellent example to the children, as she treats each child with kindness and respect. Because of this, older children are gentle and patient with younger ones. They delight in babies' achievements, such as when they take a first step, and when a child says, 'Look they are helping tidy up for the very first time!' Children behave extremely well. The childminder always explains why some behaviour is not wanted, so children understand and begin to take responsibility for their actions. Children learn to recognise and give names to the emotions they experience. For example, they use a mirror to copy and talk about different expressions and feelings.

Children are absorbed in their play. They thoroughly enjoy exploring the wide selection of high-quality toys and resources. The childminder encourages them to play imaginatively and to develop their ideas. She has high expectations for all the children and teaches them skilfully in playful ways. For example, a baby concentrates for a long time as they stack cups and then finds a fir cone to balance on top. An older child explores the concept of time. They use a liquid timer to decide, for example, for how long the adults may speak.

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

- The childminder knows what children need to learn and the order in which to teach it. She plans interesting activities that motivate children and support all areas of development, and that build children's knowledge and skills over time. For example, children enjoy many activities that develop strength and coordination, such as throwing a ball or playing with dough. They begin to make marks using different implements, such as sticks in mud, before learning to hold and use a pencil properly.
- Children become very independent because the childminder gives them ample time and encouragement to do things for themselves. Toys are well organised and clearly labelled with pictures so children can easily choose what they want. Children manage their own personal care very competently. They put on coats and shoes and proudly show how they can do up the zip 'all by myself'. Older children wash their hands and manage the items in their lunch box, needing little help. These skills prepare them well for starting school.
- The childminder supports children's speech development very well. She cuddles and sings to babies and responds warmly to their babbles and actions. She speaks clearly and repeats phrases and words, such as asking, 'Where's it gone?' as she closes and opens a box. She has interesting conversations with older children, such as wondering what would cool your mouth after eating 'hot, hot

sauce'.

- Children have many opportunities to learn about numbers, shapes and measures. The childminder provides interesting resources that encourage children to count, sort and build. She very skilfully weaves mathematical language and ideas through children's play so that they practise and develop their growing mathematical understanding. For example, as children match and sort magnetic discs, the childminder encourages them to share them evenly, working out how many to add and take away from each pile.
- The childminder keeps a close check on children's development and quickly spots those at risk of falling behind. She makes sure they get the help they need to catch up. She is not always successful in sharing information, with staff from other settings that children attend, to enable adults to have a consistent approach to supporting children's learning.
- The childminder works in close partnership with parents. She gathers detailed information when children first start, so she can follow home routines and plan for children's learning from the outset. She regularly shares information with parents about their children's progress, and this helps them to support children's learning at home. Parents speak highly of the childminder. One parent says, 'The variety of activities they do is fantastic, my children love being there.'
- The childminder completes required training, such as safeguarding and first aid. She has concentrated less on developing her teaching skills to maximise children's learning. For example, she is less confident in how she can best support older children's early literacy skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder gives the highest priority to children's safety. She maintains a safe home and teaches children how to recognise and manage small risks themselves. She attends regular training to keep her knowledge up to date. She has a clear understanding of the likely signs that a child may be at risk of harm, including some of the wider aspects of child protection, such as children being drawn into extreme views and behaviour. If she has concerns, she knows how to record and refer these to the relevant agencies to help protect children.

What does the setting need to do to improve?

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

- use professional development opportunities to enhance teaching skills, to help develop older children's early literacy skills in preparation for learning to read
- exchange information about children's progress, with staff from other settings children attend, to promote a consistent approach to children's learning.

Setting details

Unique reference number	EY440143
Local authority	Swindon
Inspection number	10125756
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 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	2 April 2015

Information about this early years setting

The childminder registered in 2012. She lives in North Swindon. She holds a relevant early years qualification at level 3. The childminder provides care on weekdays between 7.30am and 5pm all year round. The childminder receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector
Rachel Edwards

Inspection activities

- Ofsted is aware of the challenges that Covid-19 is currently posing to those we inspect. During this visit, the inspector took into consideration the impact of any measures being taken to slow the spread of Coronavirus by the childminder. This has included the effect these measures have had on the current attendance of the children.
- The childminder explained to the inspector how she monitors children's development and supports their learning.
- The inspector saw all areas of the home and resources used by the children. The childminder explained how she uses these to provide a broad, balanced curriculum for all the children.
- The inspector sampled relevant documents, including evidence of training and certificates, children's records and policies and procedures.
- The inspector read parents' testimonials and took account of their views.
- The inspector observed the childminder interacting with children in the childminder's home and garden. She saw care practices and assessed the quality of teaching.

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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