

Childminder report

Inspection date: 23 October 2019

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

Children are happy and settled in the childminder's care. They are confident and interact positively with visitors. Children excitedly show visitors around the setting and introduce the childminder's pets. They explain how they help the childminder bathe the tortoises and collect food, such as dandelions, for them to eat. Children talk about the different festivals they enjoy taking part in. For example, they count the pumpkins they have collected for Halloween. They use mathematical language such as 'big' to describe the size of the pumpkins. The childminder is committed to providing high-quality care in a welcoming homely environment. Children develop a good sense of belonging. At mealtimes, they sit together around the table, engaging in conversation and enjoying their snack. The childminder supports children well to cut pieces of fruit and pour drinks independently. Children benefit from the childminder's praise for their efforts. They gain confidence and take pride in their achievements. Children choose their play from a wide range of resources. They like to draw with felt pens and cut around their pictures with safety scissors. Children use their senses to explore a tray filled with breakfast cereal. They are excited and eager to investigate. Children fill and empty containers and crush the cereal between their fingers. The childminder skilfully extends their learning, comparing this to the 'crunchy' sounds that leaves make in the autumn.

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

- The childminder builds warm and trusting relationships with the children in her care. Children adopt positive attitudes to learning and are happy and content in their play. They are resilient and show a can-do attitude. For example, children proudly zip up their coat after numerous attempts.
- Older children participate well in story time and like to join in with the actions. However, the childminder does not always fully support the younger children's involvement with the story as effectively, and in some group activities they lose interest.
- Children enjoy playing outdoors in the garden. The childminder supports children's physical development well. Children like to climb the ladder of a slide and learn how to go down safely.
- The childminder monitors children's progress and uses her observations of children's learning to plan what they need to learn next. Children make good progress from their starting points and develop key skills in preparation for the move to pre-school or school. The childminder reflects on her practice to make improvements. She varies the range of activities and resources to motivate children's curiosity and follow their individual interests.
- The childminder supports children's communication and language well. She extends children's understanding and uses simple questioning techniques to help them learn the meaning of words. For example, when talking about the foods

that rabbits eat, she introduces words such as 'raw' to describe an uncooked carrot.

- The childminder forms strong partnerships with parents. She shares information about their children's learning to ensure a consistent approach between the setting and home. Parents speak highly of the childminder and comment on the 'friendly and welcoming environment' and the 'wide range of fun and challenging activities' she provides.
- The childminder encourages children to reflect on their past learning to develop a deeper understanding of the world around them. For example, they talk about recent trips to the farm and zoo. Children begin to make connections between their learning and real-life experiences.
- Overall, children behave well. They are learning to share and be kind to one another. However, on occasions, the childminder misses opportunities to fully support children's understanding of appropriate expectations and the potential consequences of their actions.
- The childminder establishes links with other early years professionals who provide care and education to the children she cares for. She regularly meets with other childminders and shares information to support children's learning effectively. This helps to promote continuity for all children and their families.
- The childminder completes a range of training that enables her to enhance her practice and keep her knowledge up to date. For example, she is currently developing her knowledge and understanding of mental health in childhood.

Safeguarding

The arrangements for safeguarding are effective.

The childminder carries out daily safety checks on all areas of her home and garden to ensure that children play in a safe and secure environment. She teaches children how to keep themselves safe. For example, she explains to them the importance of holding onto the pushchair when on outings. The childminder has a sound knowledge and understanding of safeguarding and child protection procedures. She recognises the possible signs and symptoms of abuse and is aware of the procedures to follow if she has concerns for a child in her care.

What does the setting need to do to improve?

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

- strengthen ways to support the younger children's engagement in group activities more consistently
- build on the already good strategies used to help children extend their understanding of acceptable behaviour and possible consequences to others.

Setting details

Unique reference number	EY443107
Local authority	Swindon
Inspection number	10075106
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 11
Total number of places	6
Number of children on roll	12
Date of previous inspection	25 May 2016

Information about this early years setting

The childminder registered in 2012 and lives in Swindon, Wiltshire. She operates all year round, except for bank holidays and family holidays, from 7.30am until 7.30pm, Monday to Thursday. The childminder holds a relevant childcare qualification at level 3. She is in receipt of funding to provide free early years education for children aged three and four years.

Information about this inspection

Inspector
Holly Smith

Inspection activities

- The inspector had a tour of the premises and evaluated an activity with the childminder to understand the early years provision and curriculum she provides for children.
- The inspector held discussions with the childminder at appropriate times throughout the inspection.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector looked at relevant documentation, including evidence of suitability for those living within the household.
- The inspector took account of the views of parents through written feedback.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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