

Childminder report

Inspection date: 13 June 2024

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

What is it like to attend this early years setting?

The provision is good

The childminder is warm, welcoming and friendly and children thrive in her care. They arrive happy, eager to see each other and to become involved in the day's activities. The childminder knows children very well. She allows quieter children to observe play, encouraging them to join in when they are ready, but not pushing them. She puts on favourite nursery rhymes, and enthusiastically sings and dances along, so all children are soon motivated to join in. Children's personal, social and emotional development is well nurtured. Children are very kind and caring, and their behaviour is excellent. They share and play together extremely well across the different age groups. The childminder is a good role model and supports any minor disagreements. For example, when children try to push past each other, she reminds them to say 'excuse me' so they can get past.

The childminder is skilled at recapping what children have previously discussed, linking their learning over time. For example, when marching like soldiers she reminds them that they talked about soldiers yesterday, and asks them what they remember. Children stand up straight and salute. The childminder praises them. Children's speech, language and communication is developing well. They have many opportunities to learn new vocabulary through books and conversations. For example, when reading books, the childminder and children discuss how 'tumbling' is another word for falling.

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

- The childminder likes to keep up to date with current early years practice. She links with the local authority officer, other childminders and completes online training. She evaluates her provision to ensure she is meeting the needs of children in her care. For example, when she noticed young children were not fully engaged in stories, she introduced story props, to help them engage with the story.
- The childminder considers what children need to learn next and plans interesting activities that promote the skills needed for the range of children she minds. For example, the children play with a mix of coloured rice, lentils and pasta. They explore in their own way, filling containers, pouring, collecting, and discussing colours. They sprinkle rice and decide it sounds like 'rain'. Children of all ages remain engaged.
- The childminder knows the children very well, and all children are making good progress across all areas of learning. However, at times, the childminder misses opportunities to promote mathematical language, and concepts such as counting, and shape, space and measure, in everyday play.
- The children are encouraged to be independent and to do things for themselves. For example, when they say they are cold when outside, the childminder

encourages them to get their coat. Young children independently get their coat from the child-sized coat stand and put it on themselves. After snack, children help to tidy up and put their own rubbish in the bin.

- The childminder teaches children to keep themselves safe and follow good hygiene routines. For example, when walking around the neighbourhood, children know to hold onto the buggy when crossing roads, and to not run off from the childminder. They know to wash their hands before eating, and dry their hands on individual disposable towels.
- The childminder links with the local community. She invites people in to show the children knitting, attends local play groups and links with the local school when she collects children, for example. She talks with parents when children are slower to progress in certain areas. However, she does not always link with outside agencies and other settings to ensure children receive consistency and support in their learning and development.
- Partnership with parents is good. Parents comment on how much their children love going to the childminder's house. They say their children have progressed in their learning since being in her care. They are informed of how their children are developing, and what they can do to support them at home. The childminder works with parents around important milestones, such as toilet training, to ensure consistency for the children.

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:

- extend opportunities for children to learn more about numbers, counting, shape, space, and measure
- strengthen links with outside agencies and other settings to ensure children receive more consistency and support in their learning and development.

Setting details

Unique reference number	EY447072
Local authority	Swindon
Inspection number	10347044
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	2 to 6
Total number of places	6
Number of children on roll	8
Date of previous inspection	22 August 2018

Information about this early years setting

The childminder registered in 2012 and lives in Tadpole Garden Village, Swindon, Wiltshire. She provides childcare Monday to Friday from 8am to 5.30pm.

Information about this inspection

Inspector

Joanne Neenan

Inspection activities

- This was the first routine inspection the provider 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 provided the inspector with a sample of key documentation on request.
- Children communicated with the inspector during the inspection.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.

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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