

Childminder report

Inspection date: 26 February 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

All children show that they feel safe and secure in the care of the friendly, caring childminder. They relate well to the childminder and one another. The children are polite, follow instructions and behave well. They learn to take turns and share and receive high praise for acts of kindness.

Children enjoy their play experiences and make good progress in their learning and development from their individual starting points. The childminder knows the children's abilities and interests, actively promotes their independence and helps them to develop confident social skills. The childminder encourages children to make choices in their play, persevere at tasks and work together to tidy away resources. She routinely asks children what they want to play with and embraces their ideas. For example, children choose to build with clip-together construction bricks. She encourages children to talk about their design ideas and makes suggestions to extend their thinking. For example, children construct towers, camper vans and builders' vehicles. The childminder encourages colour recognition and offers ideas to strengthen tall towers, and she helps children to consider the main components of a vehicle and what campers need for their trip. When children choose to play with dough, the childminder supports them to strengthen their muscles by modelling squeezing, moulding and rolling the dough. She helps them to use scissors and tools to cut the dough.

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

- The childminder ensures that children's physical and emotional needs are met well. She models good hygiene practices, and children learn the importance of washing their hands before they eat and how to look after their teeth. The childminder responds sensitively when children need extra support and provides reassuring cuddles.
- The childminder gathers information about children's abilities when they first start, and she uses ongoing assessment to check their progress. She builds her curriculum around what she wants children to learn next. However, she does not always implement the curriculum as planned to ensure children receive the support they need to maximise their learning. For example, she wants children to develop their counting skills and to recognise colours. While the childminder helps children to recognise and name colours, for example as they use construction resources, she does not actively encourage counting as planned.
- The childminder plans outings to widen children's understanding of the natural world, to be physically active and to develop their social skills. Children enjoy daily fresh air and exercise. They join the childminder on walks to the local school to deliver and collect their school-age friends. They enjoy walks locally, taking the childminder's dogs, and they explore play parks and woodlands.

Children enthusiastically recall feeding the ducks at a local pond.

- Children's communication and language development is fostered well. The childminder and children chat happily as they play together. The childminder introduces new vocabulary and poses questions to encourage children to talk about what they are doing and to recall past experiences. When children express 'fear of monsters,' the childminder sensitively encourages them to discuss their feelings and provides reassurance that monsters are not real.
- The childminder knows that some children need extra support to prepare them for the move on to school. She actively encourages children to become independent, but happily responds when children request her help. Children learn to tidy away resources, wash their hands before meals and manage their clothing.
- Children learn to use programmable toys and to follow instructions in games. For example, the childminder encourages children to feed the light-up dinosaur with the items that the dinosaur asks to eat. Children concentrate hard as they try to avoid the dog bucking when they place items on its back.
- The childminder evaluates her practice and identifies aspects for improvement. She has close links with other childminders and they frequently share practice ideas, which she uses to enhance children's learning.
- The childminder develops close partnerships with parents. She gathers useful information about the children and their families when they first start. She fosters ongoing two-way communication to support children's care and learning. Parents receive daily verbal feedback about their children's experiences.

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:

- plan and implement the curriculum more precisely to take greater account of what each child needs to learn next to maximise the levels of support they receive.

Setting details

Unique reference number	EY447507
Local authority	Swindon
Inspection number	10376062
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 7
Total number of places	6
Number of children on roll	5
Date of previous inspection	15 May 2019

Information about this early years setting

The childminder registered in 2012 and lives in Swindon, Wiltshire. She operates Monday to Friday, all year round, from 7.30am to 6pm. The childminder provides government funded childcare places.

Information about this inspection

Inspector
Linda Witts

Inspection activities

- The inspector discussed the planned curriculum with the childminder and observed how they implement the educational programmes.
- The inspector observed interactions between the childminder and children and spoke with the childminder at appropriate times during the inspection.
- The inspector looked at evidence of first-aid training and discussed how the childminder safeguards children's welfare.
- The inspector spoke to the childminder about how she works in partnership with parents.
- The childminder and inspector evaluated the effectiveness of an activity.

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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