

Childminder report

Inspection date: 15 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

The childminder provides a welcoming and relaxed environment for children. She is nurturing in her approach and supports children well to settle in when they first start. She gives children lots of reassurance and cuddles and they are easily comforted by her when they are upset. Children behave well. The childminder talks with them in a gentle manner if they need support to share resources, and gives them plenty of praise and encouragement to develop their self-esteem and confidence.

Children develop an early love of books. For instance, they sit on the sofa and happily help themselves to books to look through. They also enjoy snuggling on the sofa with the childminder to listen to stories. This helps support children's early literacy development well. The childminder gives children plenty of opportunities to explore natural resources and learn about the world around them. For example, children are intrigued as they look at a pumpkin. The childminder discusses the texture with them and shows them pictures of carved Halloween pumpkins.

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

- Children are making good progress in their communication and language development. The childminder uses skilful questioning and gives children plenty of time to think and respond to questions she has asked. She models language well and supports children to learn letter sounds as they play.
- The childminder has developed close partnerships with parents. They speak highly of the care she provides and feel that they are regularly updated with how their children are progressing. The childminder gives parents ideas to continue learning home. For example, she provided parents with a play dough to make at home with their children.
- The childminder regularly observes children as they play and tracks their progress closely. However, occasionally, she does not plan adult-led activities precisely enough to support children to make the best possible progress in their learning and development.
- The childminder gets down to children's level and shows that she is available to play with them. Together, they explore vehicles and build a train track together. She supports children to think about where the different pieces will go and they discuss the types of vehicles they have to go on the track.
- The childminder carries out mandatory training and updates her knowledge and skills. However, she recognises that her current professional development plans lack challenge to enable her to build on the good quality of her teaching.
- Children benefit from a range of outings and experiences where they learn about the world around, how to care for animals and the importance of exercise. For instance, younger children visit farms and feed animals. Older school children take part in local scheme to get children moving. They walk two and a half miles

around the local community, using electronic cards to log their route.

- The childminder reflects well on her provision. Since her last inspection, she has increased the range of writing and drawing resources that are freely available to children. This has helped to promote their literacy development. For example, children enjoy drawing on the easel, talking about the marks they have made. The childminder joins in with the children and as they draw people, they learn about different body parts and are able to point to these on themselves.
- The childminder works closely with local schools to support children with their transition and move on from her provision. For example, she talks with Reception teachers to gain a good understanding of the key skills they would like children to learn before starting school. The childminder supports children well to be ready for school. They are encouraged to be independent from an early age and can confidently peel their own fruit at snack times.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her responsibilities towards the children in her care. She is aware of the possible signs to be aware of that may indicate a child is at risk from harm and knows the correct procedure to follow if she has any concerns. The childminder uses risk assessments effectively to identify and minimise any potential hazards in her home and on outings. She ensures that she provides a safe environment for children and talks to them about possible hazards. For instance, she tells the children when she turns on the heating and reminds them that the radiators will become hot.

What does the setting need to do to improve?

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

- ensure that planned activities focus precisely on what children need to learn next, to support all children, particularly the most able children, to make the best possible progress
- build on professional development opportunities aimed at strengthening knowledge and skills, to continually raise the quality of teaching.

Setting details

Unique reference number	EY455288
Local authority	Swindon
Inspection number	10106430
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 10
Total number of places	6
Number of children on roll	12
Date of previous inspection	29 June 2015

Information about this early years setting

The childminder registered in 2012 and lives in Hayden End, Swindon. She operates Monday to Thursday from 7am to 6pm and on Fridays from 7am to 5pm, all year round.

Information about this inspection

Inspector

Kelly Sunderland

Inspection activities

- The inspector looked at all areas of the premises that are used for childminding.
- The inspector observed the quality of care and teaching, and assessed the impact this has on children's learning, development and welfare.
- The inspector looked at a sample of documentation. This included evidence of the suitability of persons living in the household.
- A joint observation was carried out by the inspector and the childminder.
- The inspector took account of the views of parents through written feedback provided.

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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