

Childminder report

Inspection date: 8 June 2021

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children show they feel happy, safe and secure in the childminder's care. They are confident to explore the environment and resources and show good concentration during their activities. Children sit and draw for long periods of time and talk about their pictures with the childminder's encouragement. Younger children explore how they can post a pen through the holes in a chair. They are very pleased with themselves when they realise that they can do the same with another chair. The childminder regularly praises the children for their achievements, and this helps to develop their confidence and self-esteem.

The childminder has high expectations of children and encourages them to 'have a go' when they ask for help. When children are unable to open a packet at lunchtime, she gives them scissors so they can complete the task themselves. She offers support by holding their lunchbox when they say they cannot close it so they can zip it up and succeed. Children develop good independence skills in readiness for school. Older children hold a pencil well and are able to recognise the sounds of letters and write their names.

The childminder has regular communication with parents. She talks to them about their child's development and encourages them to share what their children can do at home. As some children's starting dates were delayed due to the COVID-19 (coronavirus) pandemic, the childminder has carefully monitored children's development as they have settled in so she can put the appropriate support in place as needed.

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

- Children's behaviour is very good. They show care and concern for their friends and demonstrate that they know how to share. Older children teach the younger ones not to take the resources they are using, instead offering them a spare one that is not being used.
- The childminder is clear about her strengths and weaknesses and has clear priorities for improvement. She is due to attend forest-school training as she wishes to increase the opportunities she can offer children outdoors in order to develop their learning experiences even further.
- The childminder knows the children really well. She knows their strengths and preferred patterns of play and identifies areas that they need support with. The childminder knows what she wants the children to learn and how to help the older children become ready for school. Children make good progress over time with the childminder and, overall, she focuses well on the areas they need support with to help them catch up.
- Children have regular opportunities for outdoor play. They visit the forest and

explore nature. The childminder helps children to search on the internet for plants and insects to find out their names when they do not recognise them. Children enjoy developing their physical skills outdoors when doing cartwheels and handstands. They say that they really like rolling down the hill doing forward rolls or rolling on their sides.

- The childminder promotes the children's language development well overall. She responds to young children's 'babbling', giving them the confidence to communicate their wants and needs. She models simple words to increase their vocabulary. The childminder engages older children in conversations and asks them questions to help them share their news and ideas. At times, she does not encourage the less-confident children to participate fully in order to increase their confidence in speaking in a group situation.
- The childminder has attended online training during the COVID-19 pandemic to continue her professional development. She has learned more about how she can recognise children's patterns of play, including for those who enjoy transporting toys, to support their development. The childminder has also developed her skills in managing unwanted behaviour, taking more time to understand the underlying reason for children's behaviour and to work together with the children to help them manage their feelings.
- Children are keen to take part in role play when they pretend to go shopping, be the shop keeper and make cakes with dough. However, at times, the childminder takes over and leads children's play. This does not fully promote children's imaginations and allow them to follow their own ideas.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a thorough knowledge of child protection and wider safeguarding issues. She knows the procedures to follow if concerned about a child or if an allegation is made. The childminder is aware of the possible dangers of the internet and supervises children if they use it when in her care. The childminder supervises children well and ensures both the premises she uses are safe and secure. The childminder helps children to learn about keeping themselves safe. For example, she reminds them to be careful when going up and down the steps and to stay close when walking to the other setting.

What does the setting need to do to improve?

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

- encourage the quieter and less-confident children to take part in group conversations more consistently
- develop children's imaginative play more effectively and allow them more opportunities to follow their own ideas.

Setting details

Unique reference number	EY476097
Local authority	Swindon
Inspection number	10196967
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	1 to 11
Total number of places	6
Number of children on roll	18
Date of previous inspection	11 June 2019

Information about this early years setting

The childminder registered in 2014. She lives in Swindon, Wiltshire. She operates from 7.30am to 6.30pm, Monday to Friday, all year round, with the exception of bank holidays and family holidays. The childminder holds an early years degree. She provides funded early education for two-, three- and four-year-old children. The childminder also childminds from an additional setting at the local school, before and after school and during the holidays.

Information about this inspection

Inspector

Charlotte Jenkin

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The childminder talked to the inspector about how she organises her provision and her curriculum intent. The inspector viewed the premises used for childminding at the childminder's home and the additional setting at the local school.
- The inspector observed an activity and, together, the childminder and inspector evaluated this.
- Children spoke to the inspector about what they enjoy doing when with the childminder. The inspector spoke to the childminder at appropriate times during the inspection.
- The inspector viewed some documentation, including training certificates and the attendance register.

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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