

Childminder report

Inspection date:

30 September 2019

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children are settled in the childminder's home. They have developed close bonds with the childminder. The childminder is friendly and has created a welcoming environment for children where they can independently choose from a wide range of resources. Children enjoy being imaginative. For example, they role play being doctors and use a stethoscope and thermometer as they pretend the childminder is their patient.

The childminder does not always implement effective behaviour management strategies and as a result children's behaviour has an impact on their learning and development. The childminder has not explored possible ways to develop her skills and knowledge with regards to supporting children's behaviour. The childminder does not have high enough expectations of children's behaviour to prepare them for their eventual move on to school.

Children benefit from a range of outings in the local community and spend lots of time outdoor. This supports their health and well-being and develops their physical skills. For instance, they go on walks to feed ducks, visit the local library for story time, visit local parks and attend toddler groups where they socialise with other children.

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

- The childminder has developed close partnerships with parents. They comment that they are happy with the care she provides. The childminder keeps them regularly updated with their child's progress and gives them ideas to continue learning at home. This supports children's continuity in learning.
- Children have fun in the childminder's home. However, at times children's play and learning are affected due to other children's behaviour. When children take toys from their peers, the childminder does not support children to understand why their behaviour is not acceptable and other children's play and learning are affected. Children are not supported to share and do not learn to take turns.
- Overall, the childminder supports children's mathematical development well. She develops children's counting skills and asks questions to get children to compare sizes. However, at times the childminder misses opportunities to further challenge older children to make even better progress.
- The childminder works closely with other settings children attend. She talks with them about children's next steps and shares assessment information to support children's progress.
- The childminder's systems for evaluating the service she provides are not fully established. For example, she has not identified areas for professional development to support her within her role, especially in relation to promoting

positive behaviour.

- The childminder supports children's creativity and physical skills well. For instance, children spend a prolonged period of time creating pictures with paper shapes and glue. They concentrate and show good physical skills as they use scissors. The childminder knows the children in her care well as she observes during this activity that a younger child has not chosen a dominant hand to use when cutting and she supports him as he uses both hands.
- The childminder is supporting children's communication and literacy skills well. For example, she has made story sacks to support children's communication and language. Children enjoy listening to stories and using teddies to act the story out. The childminder asks children questions as she reads and gives children time to voice their ideas and opinions.
- Children are developing some skills that will support them when they start at school. For instance, younger and older children show good independence skills and confidently take off their shoes and coats. Older children take care of their own personal needs and children are learning some letter sounds as the childminder helps children to sound out the letters in their name. However, she misses chances to extend older children's early writing skills, such as encouraging them to write their own names.

Safeguarding

The arrangements for safeguarding are effective.

The childminder completes safeguarding training and has a good understanding of how to respond if she has concerns regarding the welfare of a child. She knows the possible signs to be aware of that could indicate a child is at risk of harm. The childminder is aware of the correct procedure to follow if someone was to make an allegation against her or a member of her household. The childminder uses risk assessments well to minimise risks in her home. For example, she has observed areas where children regularly bump their heads and added in soft padding to stop children from hurting themselves.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure that all children's behaviour is consistently managed so that children's learning is not affected and children learn to understand the impact of their behaviour on others	02/12/2019

undertake appropriate training and professional development opportunities to build awareness of appropriate strategies for handling children's behaviour and to develop teaching skills further.	02/12/2019
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To further improve the quality of the early years provision, the provider should:

- implement more-effective systems for self-evaluation, to help raise the quality of the provision and improve outcomes for children
- make the most of opportunities that arise during planned activities to extend and challenge older children's learning further.

Setting details

Unique reference number	506047
Local authority	Swindon
Inspection number	10072943
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 11
Total number of places	6
Number of children on roll	10
Date of previous inspection	10 May 2016

Information about this early years setting

The childminder registered in 1997. She lives in Swindon, Wiltshire. The childminder offers care each weekday from 8am to 6pm, all year round, apart from family holidays. She holds a relevant childcare qualification at level 3. The childminder provides early education for three- and four-year-old children.

Information about this inspection

Inspector

Kelly Sunderland

Inspection activities

- The inspector observed the quality of care and teaching, and assessed the impact this has on children's learning, development and welfare.
- A joint evaluation of an activity was carried out by the inspector and the childminder.
- Parents provided written feedback about the provision. The inspector read and took account of these.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector sampled a range of documentation, including planning records, evidence of the suitability of household members and children's learning records.

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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