

# Childminder report

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Inspection date: 19 November 2019

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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

Children are happy and settled in the childminder's relaxed, welcoming home. They happily say goodbye to their parents and are eager to get involved with the activities on offer. The childminder has developed strong bonds with the children and they seek her out to join in their play and go to her for cuddles. She supports children's independence skills well. For instance, older children pour their own drinks at mealtimes, and younger children show confidence as they spread butter on crackers for their snack. The childminder develops children's communication and language skills well. For instance, she engages older children in meaningful conversations as they play, and supports younger children by modelling language to them when they struggle with the correct pronunciation. She gives children time to think and respond to questions she asks, which develops children's thinking skills effectively. Overall, the childminder has developed good partnerships with parents. They speak highly of the care the childminder provides and comment that they feel regularly updated about the progress their children are making. Children are making good progress in their development, and the childminder has a good understanding of how to prepare children for the next stage in their learning and their eventual move on to school.

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

- The childminder plans enjoyable, exciting activities that develop children's exploratory and creative skills well. For instance, children stay engaged for long periods of time as they create 'potions', using vinegar and bicarbonate of soda. They watch in excitement and comment, 'It is amazing' as it fizzes. Children use whisks to mix different-coloured water, and scoop in poster paint while experimenting to see what colours they can make.
- Children benefit from a wide range of outings and experiences. For instance, they learn to care for animals as they brush donkeys at a local farm. The childminder runs a childminding group every fortnight, and planned activities support children to learn about different cultures and religions. For example, children learn about Diwali and sample traditional food as they learn about the celebration.
- The childminder occasionally misses opportunities during activities to enhance children's knowledge of numbers and to hear and use mathematical language.
- The childminder reflects well on her provision and practice. For instance, she has thought carefully about the layout of the resources and changed it so that children can independently access them. She is now working towards bringing in more loose parts to extend children's play and has planned to talk with other professionals about the best way to do this. The childminder attends regular training and does research online to keep her skills and knowledge up to date. For instance, she has undertaken training on the expectations of children's

behaviour, and developed a better understanding of outside influences on children's behaviour and how to support children positively with their behaviour.

- Although partnerships with parents are good, the childminder has not fully established systems to work with parents to promote learning at home to support children's learning even further.
- The childminder promotes children's early literacy skills well. She offers a range of mark-making activities, and children enjoy snuggling on the sofa to share books with the childminder. They listen attentively to stories and join in with repeated phrases.
- The childminder is a good role model and children are well behaved. They show impeccable manners from an early age and are kind to each other. For example, they share toys well and pass each other resources as they play. The childminder develops children's self-esteem well as she gives children lots of praise and encouragement.
- The childminder gives children lots of opportunities to express themselves. For example, children thoroughly enjoy dancing and singing to music with the childminder and then take it in turns to choose the songs they will sing.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a strong understanding of her role to keep children safe. She attends regular training to stay up to date with legislation and policies. The childminder has a good knowledge of the possible signs and symptoms of abuse, and knows where to report any concerns about children's safety or welfare. The childminder supervises children effectively. She monitors and reduces risks around the home to help keep children safe. When on outings, the childminder supports children's understanding of road safety and children are aware of the rules when crossing the road.

## What does the setting need to do to improve?

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

- extend opportunities during activities to develop children's understanding of mathematics, especially in relation to number and using mathematical language
- strengthen partnerships with parents so they can further support children's learning at home.

## Setting details

<b>Unique reference number</b>	EY399738
<b>Local authority</b>	Swindon
<b>Inspection number</b>	10072065
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 to 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	12
<b>Date of previous inspection</b>	24 September 2015

## Information about this early years setting

The childminder registered in 2009 and lives in Swindon, Wiltshire. She operates all year round from 7am to 6pm, Monday to Friday. The childminder holds an early years qualification at level 3.

## Information about this inspection

### Inspector

Kelly Sunderland

### Inspection activities

- The inspector and the childminder completed a learning walk to understand how the early years provision and the curriculum are organised.
- The inspector observed the childminder interacting with children to assess the quality of teaching.
- A joint evaluation of an activity was carried out by the childminder and the inspector.
- The inspector took account of parents' views by speaking with them and viewing written feedback provided.
- The inspector sampled a range of relevant documentation, including the childminder's training certificate, policies 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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