

# Childminder report

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Inspection date: 21 January 2020

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Outstanding

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

This dedicated childminder provides an extremely wide range of child-led learning opportunities across a broad curriculum in an exceptionally inviting environment. The childminder's teaching is of very high quality and all ages of children are supported very effectively. His expert use of questioning to further children's learning and his shared sense of delight in children's ideas, means children are extremely happy, active learners.

Children's behaviour is exemplary. They play harmoniously together and are eager to investigate and discover things for themselves. For instance, in the garden, children peek under the sandpit cover to see how much rain has collected overnight and are in awe at the layer of ice that has appeared. The childminder is equally enthusiastic, and this means children cannot wait to get involved in exploring further. Children notice the different widths of the ice and predict what will happen if the sandpit cover is left off. They pick small pieces of ice to lay out in the sun and examine closely what happens. Very quickly, the small group is filling a table with broken sections of ice, curious to see which piece will melt first. The activity is rich in language and children use words they know as well as rapidly adopting any new words and concepts the childminder introduces. This excellent use of natural resources supports children in developing an extremely positive attitude to learning.

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

- The childminder involves parents at the earliest opportunity to establish children's level of development when they first join the setting. Parents share what they know about their child and this gives him and his co-minder the starting points for planning for each child's further learning. This helps them see clearly where children's initial interests lie and where they need to focus their attention from the very start.
- The childminder and his co-minder jointly observe children and focus their planning superbly on each child's individual needs. Observations of the way children play is very effectively used to inform planning. This ensures every child is suitably challenged by, and enjoys, the learning experiences provided and no aspect of their learning and development is neglected. Children make outstanding progress towards the early learning goals in all seven areas of learning.
- Children are very imaginative. They engage in role play based on their own experiences and also take on roles such as builders, 'to give everyone a house'. They create pictures with string and a 'threading pencil'. For example, an older child makes a 'bridge over a river' complete with a 'toll', and 'a road you can go under if you don't like heights'. The childminder extends their interest by

challenging them to create a Christmas tree with the string and children are thrilled to work out they can do this by making the string into triangle shapes.

- Children have superb manners. For instance, they are respectful to others and say 'please' and 'thank you' to their friends during play. The childminder focuses very effectively on helping children to talk about and manage their feelings. For example, when older children want to construct independently, he models ways to engage younger children in the activity so they can play harmoniously together.
- Excellent hygiene routines support children effectively in learning about maintaining their health. Children quickly learn to take responsibility for their belongings. For instance, when it is time to go outside, they find their boots and coats. Children are always encouraged and supported to try things for themselves. The childminder consistently offers them opportunities to have a go at new experiences saying, 'You can do it, don't worry if it takes a little while.' All delight in the praise they get for their efforts and their success.
- Partnerships with parents are extremely strong. Parents say they receive excellent guidance to support children's learning at home. They thoroughly enjoy the 'family days' the childminder and his co-minder arrange at weekends, such as a graduation party and a celebration to open the newly refurbished playroom.
- The childminder and his co-minder work exceptionally well together and are absolutely clear about their roles and responsibilities. They consistently reflect on their practice and develop highly accurate action plans for improvement.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder has very secure safeguarding knowledge. He is very vigilant to the possible signs that children may be at risk and understands how to record, report and refer concerns to the relevant agencies. The identity of all visitors is checked, and they sign in on the register. The childminder ensures children's safety is of paramount importance. Regular and thorough risk assessments are conducted daily. Children are encouraged to keep safe in the environment, for instance by tidying toys away and sitting down when eating. The home and garden are extremely well organised, and potential risks are identified and managed swiftly.

## Setting details

<b>Unique reference number</b>	EY302370
<b>Local authority</b>	Swindon
<b>Inspection number</b>	10125576
<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 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	16
<b>Date of previous inspection</b>	2 March 2015

## Information about this early years setting

The childminder registered in 2005. He lives in the Haydon End area of Swindon. The childminder works in partnership with his wife, who is also a registered childminder. The setting is open each weekday from 7.15am to 6pm all year round, except for family holidays. The childminder is in receipt of funding for the provision of free early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Jan Harvey

### Inspection activities

- The inspector had a tour of the premises used for childminding inside and outdoors.
- The inspector spoke to the childminder, co-minder and children at appropriate times throughout the inspection. She took account of written feedback from parents.
- The childminder discussed how the curriculum is organised and completed and discussed a planned activity with the inspector.
- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector checked evidence of the childminder and his co-minder's suitability to work with children and sampled some policies and procedures.

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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