

Childminder report

Inspection date: 3 February 2020

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

Children are settled and happy in the childminder's warm and welcoming home. They demonstrate close bonds with the childminder and eagerly seek her attention through regular cuddles and sharing their successes with her. The childminder works closely with parents when children first start. For example, she ensures that children have ample time to feel secure. Settling-in sessions are tailored to each child's individual needs. The childminder is calm and gentle in her approach with the children, she supports them gently to understand about turn taking and the feelings of others. As a result, children's behaviour is good.

Children freely explore the childminder's well-organised home. They choose from interesting resources that the childminder has selected based on their interests. For example, children spend prolonged periods of time painting pictures of their favourite characters. Children thoroughly enjoy being independent as they choose and squeeze out their own paints. The childminder gives children plenty of praise and encouragement as they attempt to complete tasks on their own. This promotes their self-esteem and confidence effectively. The childminder knows the children in her care well. She observes and assesses children effectively to support their ongoing development, and plans appropriate next steps to help children to move forward in their development. Children are making good progress.

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

- Partnerships with parents are strong. The childminder regularly keeps parents updated with how their children are progressing. She gives ideas and shares resources to support parents to continue learning at home. Parents are highly complimentary of the childminder and the care she provides.
- The childminder evaluates her provision well. She gathers feedback from children and parents to help her to identify areas for further improvement. For example, the childminder has recently developed a dedicated reading area for children. They are now easily able to access books independently. This supports children's early literacy development effectively. The childminder attends mandatory training, such as safeguarding and first aid, to keep her knowledge up to date. However, her professional development has not been focused enough on developing her knowledge and teaching skills.
- Children thoroughly enjoy exploring in a sensory tray. They show good levels of motivation and stay engaged for a period of time. The childminder develops children's early mathematical skills effectively as they play. For instance, as children scoop and pour dried rice, the childminder weaves in mathematical language and encourages children to count different objects in the tray.
- The childminder has a good understanding of how to promote healthy eating in her setting. For instance, she provides children with a range of healthy,

nutritious snacks and has discussions with children about the importance of eating a nutritionally balanced diet. She works closely with parents to ensure that they are providing children with a healthy lunch.

- The childminder plays alongside children and talks with them about the activity they are taking part in. However, occasionally, she does not extend her discussions or use effective questioning techniques to challenge children's knowledge and learning further.
- Children benefit from a range of outings in the local community where they get to learn about the world around them. For instance, children enjoy nature walks where they look at the changing weather and learn about the different seasons. Children also attend a weekly toddler group. This supports them to develop their social skills and be part of a larger group of children.
- The childminder occasionally works with an assistant. She ensures that her assistant is aware of his role to keep children safe and that he knows what children are working towards so that his interactions can support children to move forward in their development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of the signs and symptoms of the different types of abuse, including how to identify children who may be at risk of being exposed to extreme behaviours or views. She knows the procedures to follow if she has a concern about a child's safety or welfare. The childminder uses risk assessments effectively to minimise risks to children in her home and when on outings. She supports children to learn about potential risks and to think about how to keep themselves safe. This equips children with key skills for the future.

What does the setting need to do to improve?

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

- build on the use of professional development opportunities to enhance and extend existing knowledge and develop teaching skills further
- strengthen questioning techniques to support children have their own ideas and challenge their thinking even further.

Setting details

Unique reference number	EY466069
Local authority	Swindon
Inspection number	10075518
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 8
Total number of places	6
Number of children on roll	8
Date of previous inspection	14 June 2016

Information about this early years setting

The childminder registered in 2013 and lives in the Freshbrook area of Swindon. She operates all year round from 6.30am to 6pm, Monday to Friday, except for bank holidays. The childminder holds a childcare qualification at level 3. She works with an assistant when numbers require. The childminder provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Kelly Sunderland

Inspection activities

- The inspector and the childminder completed a learning walk of the areas of the home the childminder uses for childminding and discussed how the curriculum is organised.
- 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 childminder and the inspector.
- Parents and children provided written feedback about the provision. The inspector read and took account of this.
- The inspector looked at a sample of relevant documentation, including children's learning records and evidence of the suitability of persons living in the household.

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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