

# Childminder report

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Inspection date: 11 March 2020

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

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

### The provision is good

The childminder provides an exceptionally warm and nurturing learning environment, where children's well-being is given high priority. Children are very happy and behave remarkably well. They know what is expected of them and respond well to the childminder's continual encouragement, praise and affection. Children display exceptional social skills for their age. They have a great awareness of the needs of others and show respect and appreciation. Older children freely take turns with resources and happily share with younger children. Children are highly motivated and very eager to join in with activities, such as acting out a favourite story with props. The childminder supports children's personal and social skills extremely well. Children are increasingly independent and demonstrate very high levels of confidence in social situations. They are keen to make choices and eagerly suggest ideas for activities, often offering suggestions to make others happy. Younger children learn to dress themselves with great perseverance, and speak confidently to one another. Children learn about risk and keeping themselves safe, as they vigilantly wash and dry their hands to prevent cross infection. Their good health is promoted to a very high level. For example, they learn about foods which keep them healthy and get first-hand knowledge about planting and growing fruit and vegetables during regular visits to the childminder's allotment.

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

- The experienced childminder has a very good understanding of how young children learn. She provides an exciting curriculum that is tailored to children's ages and abilities. For example, children have fun exploring various programmable toys as the childminder introduces new and descriptive words to help extend their vocabulary and number skills.
- The childminder closely observes and monitors children's progress, and plans activities which offer support and challenge according to their individual needs and interests. Children make good progress. However, the childminder misses chances to find out what children can already do when they first attend, to help her target her teaching and planning as accurately as possible from the very start.
- The quality of teaching is consistently good, particularly for children's mathematical development and understanding of the world. The childminder constantly talks to children, asks questions and helps them to think about and recall previous activities and experiences. However, at times, the childminder misses opportunities to extend children's early literacy skills as well as possible. For instance, by talking about letters and the sounds they represent.
- Children explore traditional celebrations such as Tu Bishvat, the Jewish celebration of the wonders of nature, and Martin Luther King Day. This helps broaden their positive awareness and respect for other cultures and beliefs.

- The childminder supports all children to develop the skills and attitudes required for their next stage in learning. For instance, short group times help children to develop the skills required as they move on to school, such as listening and concentration skills. In addition, she regularly meets with other childminder's and their children to provide valuable opportunities for children to play and learn together in large group situations.
- Partnerships with parents and carers are strong. The childminder and parents share information through two-way diaries and hold regular discussions about the child's learning journal. This helps parents contribute to and support their children's learning at home. Parents comment that they cannot think of a better person to look after their children.
- The childminder demonstrates a strong drive to continue to improve her practice. She carries out effective self-evaluation. For instance, she has plans to expand her garden and create a covered area for those children who prefer to learn outdoors. Additionally, she completes audits for keeping children safe. As a result, she identified and undertook training to build her knowledge further, such as, for general data protection.

## **Safeguarding**

The arrangements for safeguarding are effective.

The children's safety is central to everything the childminder does. She has an excellent awareness of risk assessing the environment and any outings, and supports children's growing understanding of how to keep themselves safe. The childminder has a very clear understanding about safeguarding. She is confident and fully aware of the procedures to follow should she have any child protection concerns.

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

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

- increase the information collected from parents when children first start to include more about their development, to support planning for learning from the beginning
- develop the good teaching to help children make the best possible progress in their early literacy.

## Setting details

<b>Unique reference number</b>	109023
<b>Local authority</b>	Swindon
<b>Inspection number</b>	10125407
<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 at time of inspection</b>	2 to 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	10 February 2015

## Information about this early years setting

The childminder registered in 2001 and lives in Swindon. She offers care on weekdays, between 7am and 6pm, all year round. The childminder receives funding for free early education for children aged three and four years. She holds a relevant early years qualification at level 3.

## Information about this inspection

### Inspector

Jan Harvey

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning. She carried out a learning walk with the childminder and discussed how she delivers her curriculum.
- The inspector undertook a joint observation with the childminder.
- The inspector sampled children's observations, planning and assessment information, and looked at registration records.
- The inspector checked evidence of the childminder's suitability to work with children and sampled some policies and procedures.
- The inspector spoke to parents and children, and read parents' testimonials to gather their views about the service and their children's progress.

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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