

Childminder report

Inspection date: 28 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

The childminder provides children with interesting activities to excite their curiosity and spark their imagination. For example, children flip pancakes and explore lemon-scented malleable dough. Children then inspect different craft resources. They use glass beads, matchsticks, sequins and paper cases to decorate dough cakes. They giggle and laugh as they serve each other. They use quality wooden tools to mark, make, cut, flatten and stamp the dough. Children are independent learners. For example, they choose what to play with by looking at framed photographs of resources. Resources are open ended and natural, and spark children's curiosity. Unusual items stimulate language and interest. For example, a wooden display case holds a variety of ornate silver rings. Children explore the different stones, shapes and textures. They wonder who would own a magic ring like this. The childminder is creative with how she organises her resources. She evokes a sense of wonder in children's play.

Warm, loving relationships exist between the childminder and the children. They happily enter the setting and begin play immediately. The youngest children crawl onto the childminder's lap and snuggle up to share a story. Children are very happy, safe and secure at this setting. They chatter excitedly as they are playing, sharing stories from home.

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

- Parents comment on the high levels of communication from the childminder. They feel very well informed about children's development, interests and next steps. Parents make reference to the quality of activities on offer. They are very complimentary about the love and warmth shown by the childminder. The childminder gathers information from parents when children first start. This helps her understand where children are in their learning and what they need to do next.
- The childminder is extremely well organised. Documentation relating to health, hygiene and safety is meticulous. This means the childminder has robust systems in place for keeping children safe. The childminder is able to reflect upon her practice. She considers what she could do to improve the quality of care and education. The childminder seeks the views of parents to support her self-evaluation.
- Children's self-help skills are very well supported. They know how and when to wash their hands and wipe their nose by themselves. Children talk about healthy food choice. They discuss how vegetables and fruit help to make them 'grow big and strong'. The childminder shares her knowledge with parents of what makes a healthy lunch box. They comment positively on her 'healthy eating policy'.
- Children make good progress. Language skills are built upon and children learn

new words frequently. The childminder finds ways to introduce these new words in practical ways and through play. For example, the childminder explores the use of a spatula. She explains what it is used for and then demonstrates how it is used.

- The childminder supports children with turn taking and sharing. For example, children sit on the floor and roll a ball backwards and forwards to their friends. They wait patiently for their turn. On occasions, the youngest children's behaviour dominates play and the childminder's attention. This impacts on older children's play as it is interrupted, and opportunities to extend learning are then missed.
- The childminder keeps well documented assessments relating to children's development and progress. She can talk, with confidence, about children's interests and next steps. However, some of her recording of children's assessment and progress is not always accurate.
- The childminder enjoys networking with other childminders. She uses these opportunities to extend her professional knowledge and share ideas. She liaises very well with wider agencies. She responds to professional advice promptly and with consideration. She attends meetings and provides additional feedback for children with special educational needs and/or disabilities. This allows for a consistent approach to ensure children's individual needs are met.
- Children benefit from well-planned activities across the curriculum. For example, they explore size, shape and weight. They use critical-thinking skills to solve problems. Children are encouraged to make links while they play. Sensitive questioning and effective conversations help children to recall special events and celebrations. Children learn to celebrate family differences, good values, respect and different cultures.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a very effective understanding of how to keep children safe. She can identify areas of abuse and what behaviours would give her cause for concern. The childminder can talk about broader areas of safeguarding, for example, the effect of extremist views on children and families and how to refer this to the appropriate agency. The childminder has very effective policies and procedures in place to keep children safe from harm. Regular risk assessments ensure her environment is safe. She reminds children about dangers through play, for example, getting a grown-up to put things in the play cooker because cookers are hot.

What does the setting need to do to improve?

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

- provide children with greater opportunities to take control of their own learning and provide them with cues to regulate their behaviour
- ensure assessment and information about children's progress shared with parents and other professionals sharply matches what children can do and what you know about the child.

Setting details

Unique reference number	EY345266
Local authority	Swindon
Inspection number	10072058
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 7
Total number of places	4
Number of children on roll	5
Date of previous inspection	30 July 2015

Information about this early years setting

The childminder lives in Swindon. She operates 51 weeks of the year, on Monday from 8am to 5pm, Tuesday to Thursday 7.30am to 5.15pm and Friday 8am to 3pm. The childminder accepts funding for two-, three- and four-year-olds. The childminder holds a level 3 qualification.

Information about this inspection

Inspector

Gwyneth Keen

Inspection activities

- The inspector and childminder took part in a joint observation.
- The inspector observed children at play and the interactions that took place.
- The inspector took account of written comments from parents.
- The inspector and childminder took part in a learning walk. The childminder was able to share how she organises her provision and curriculum for the children in her care.
- The inspector sampled relevant documentation.

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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