

Childminder report

Inspection date: 17 August 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Since moving to her new house, the childminder has thought about how to make the rooms indoors and the garden outdoors inviting and exciting for children to play and learn in. Children choose what they want to play with. They make selections from the boxes of toys and resources that are easily accessible to them.

The childminder has good relationships with the children and their families. She speaks with children about what they are playing and models how they can use the different resources. Indoors, she offers suggestions about how children can build with plastic blocks, praising them when they succeed in joining the blocks together. Outdoors, she provides games such as skittles so children can improve on their physical skills. They giggle excitedly as they roll the ball to the childminder or knock the skittles down. Children are settled and enjoy their time with the childminder.

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

- Children take part in different activities during the day. Children enjoy splashing in a bowl of water to make bubbles. They fill and empty cups creating more bubbles. Indoors, children attempt to complete puzzles, play with toy cars or explore the 'treasure' case, with sensory items to touch, listen to and look at. The childminder encourages children to keep on trying, to improve their attention and concentration.
- Partnership with parents and other professionals is good. The childminder makes sure she keeps parents informed about their children's development. She explains when children might need extra help. The childminder shares information with other professionals, with parents' permission, to ensure children can access additional support to help them make good progress in their learning.
- Children learn about hygiene and safety as they play. The childminder offers reminders to younger children not to put chalks in their mouth after they have been on the ground. She tells children to wash hands when coming indoors and before eating. She explains that this is to stop them getting germs that could make them ill.
- The childminder plans for children's learning and development. She knows what interests the children and uses this to encourage children to join in. For example, at story time she uses toy characters, as well as the book, to try to capture children's attention. Or when children have chalks outdoors, she demonstrates how they can be used to draw circles and other shapes, telling children what she is doing. However, sometimes, she does not consider how to adapt activities to support specific areas that a child is needing to develop next. For example, all activities are placed on the floor, meaning younger children do not get as many opportunities to practise standing and walking.
- Children behave well. Older children share toys with younger ones. For example,

they hand younger children the pretend mobile phone and then use their imagination to have a conversation with them. They accept when younger children make noises rather than using words to reply. The childminder steps in sensitively to support the children when they have disagreements. For example, when younger children get too enthusiastic and try to grab hold of models other children have created, the childminder reminds them to be careful. She suggests older children put the model on a higher shelf to keep it safe.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has revised her policies, procedures, and risk assessments. She has made sure that she has minimised or eliminated potential hazards, updating the information for her new house. The childminder has a good understanding of the possible signs that may mean a child is at risk of harm. She knows who, how and when to contact other agencies to refer concerns and seek help for children. The childminder reviews her practice and updates her professional skills through training courses and personal learning.

What does the setting need to do to improve?

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

- build on knowledge of what children know and can do, better, to target more precisely the skills and development children need to learn next.

Setting details

Unique reference number	506047
Local authority	Swindon
Inspection number	10126819
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	2 to 2
Total number of places	6
Number of children on roll	1
Date of previous inspection	30 September 2019

Information about this early years setting

The childminder registered in 1997. She lives in Swindon, Wiltshire. The childminder offers care from 7.30am to 5.30pm Monday to Friday, all year round, apart from family holidays. She holds a relevant childcare qualification at level 3.

Information about this inspection

Inspector
Anita McKelvey

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the provider.
- The childminder showed the inspector around the house and garden to explain how she has organised this to support children's learning and development.
- The inspector read testimonials and comments from parents, which show how parents feel about the care the childminder provides.
- Children interacted with the inspector and showed what they like doing at the childminder's home.
- The inspector observed the quality of interactions between the childminder and children as they took part in activities indoors and outdoors.

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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