

# Childminder report

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Inspection date: 4 October 2021

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 show they are happy and secure in this welcoming setting. They are eager to explore the activities as they investigate with the childminder what is in the raised pond. Children have formed strong bonds with the childminder and confidently approach her and ask her to read them stories. Older children invite younger, less-confident children into their play. They make ramps with tubes and crates and have races to see whose car can travel down the fastest.

Children concentrate well as they listen to their favourite stories, use props to make the story come alive and join in with repeated refrains. As they act out a story, they wear boots and use a colander for a hat as they pretend to go to the moon with the teddy bear, a sandwich and a drink. They are keen to 'have a go' and persevere when learning new skills, such as buttering their own toast. The childminder makes sure that all children have access to new experiences, including tending to the allotment, visiting the safari park or going to a soft-play centre for the first time.

The childminder works closely with parents. During the COVID-19 (coronavirus) pandemic, she has continued to discuss children's progress with parents outdoors when they drop off and collect their children each day. Parents know what the childminder is focusing on with their children. The childminder involves parents in their children's learning. She sends them information about the importance of good oral health. She also encourages them to complete activities at home with their children, such as collecting 'autumn treasure' to bring back to the setting to share with their friends.

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

- The childminder has a secure knowledge of the curriculum she offers to the children and what she wants them to learn. She monitors and plans for all children, including those in receipt of funded early education, to ensure that they make good progress in the areas of learning. She is quick to identify where children need extra support and liaises with relevant professionals for advice. As a result, the childminder has introduced new activities to strengthen children's facial muscles to support their speech and language development.
- The childminder promotes children's communication and language development effectively. She repeats words back to children with the correct pronunciation, adds new vocabulary, such as 'freezing', and regularly reads stories and sings songs. The childminder asks the children questions about what they think will happen next in the story. Children develop good communication skills and any gaps in their development are closing steadily.
- The childminder encourages children to learn about healthy lifestyles. Children

choose from a range of healthy snacks, and the childminder talks to them about how these benefit their bodies and give them 'power'. She makes sure that children develop good self-care skills. Children learn to drink from a cup, put on their own shoes and coats, wash their hands independently and use the potty or toilet.

- Children have a wide range of opportunities to develop their physical skills overall. They practise shoulder movements to strengthen their core muscles. They use various tools for drawing and painting and manipulate play dough to build up their hand muscles in readiness for early writing. Children create obstacle courses and develop their balancing skills. However, the childminder does not include as many opportunities for children to engage in more physically demanding play.
- The childminder monitors her assistant's practice and they both attend various online webinars to update their knowledge and skills. They have improved the programme for communication, language and literacy. The childminder has plans for improvement, which includes attending a course to increase her knowledge of how to support children with special educational needs and/or disabilities. She feels that this will help her to put in place better support for children who need extra help, to close any gaps in learning more swiftly.
- The childminder helps children to learn the rules and boundaries and how to manage their feelings. She has books that she looks at with the children to help them learn to share, be kind and explore how they feel. Older children tell younger children to use their 'kind hands', and they explain that 'we do not hit'.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a sound knowledge of child protection and wider safeguarding issues. She knows the procedures to follow if she has concerns about a child's welfare or if an allegation is made. The childminder checks her premises are safe and secure daily for the children so that they can play in safety. She reminds children to check the environment for their own safety. For example, when children are jumping on the mini trampoline, she reminds them to move any toys away from the sides.

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

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

- increase opportunities for children to develop their spatial awareness, coordination and agility through demanding physical activity.

## Setting details

<b>Unique reference number</b>	161061
<b>Local authority</b>	Swindon
<b>Inspection number</b>	10207213
<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>	1 to 8
<b>Total number of places</b>	12
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	27 June 2018

## Information about this early years setting

The childminder registered in 2001 and lives in Swindon, Wiltshire. She operates all year round from 8am to 5pm, Monday to Friday, except for family holidays. The childminder occasionally works with her husband, who is registered as her assistant. The childminder holds an early years qualification at level 4. She provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Charlotte Jenkin

## Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder showed the inspector the premises and the areas used for childminding. The childminder discussed her intentions for children's learning and the curriculum she offers.
- The inspector observed the childminder interacting with the children, indoors and outdoors, and assessed the impact on children's learning. The childminder and the inspector discussed an activity and evaluated the impact on children's learning.
- The inspector spoke to a parent and took account of their views.
- The childminder made available some documentation, including children's records, training certificates and insurance.

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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