

Childminder report

Inspection date: 16 February 2022

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

The provision is good

Children show they feel safe and secure in the childminder's care. Older children confidently approach her to ask for a story, and young children proudly show the childminder the puzzles they have completed. The childminder offers children lots of praise and encouragement, such as when they put the correct numbered shapes in the clock face. This supports children to persevere and complete the task, and builds their confidence and self-esteem.

The childminder has high expectations of the children. Older children take themselves to the toilet and wash their hands independently. They put on their coats and shoes before going outside to play. Younger children feed themselves and get their drinks of water when they are thirsty. This supports children's developing self-care skills. Children form good relationships with the other children, and older children enjoy helping the younger ones, such as finding the socks they have taken off.

Parents report they are happy with the progress their children are making and that their speech and language and confidence in social situations have greatly improved. Parents say the childminder communicates well with them and that they know what the childminder is focusing on with their children's development. The childminder encourages parents to support children's learning at home through providing a 'maths monkey' with ideas to do at home with their children.

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

- The childminder is committed to her professional development and has attended lots of courses and webinars to enhance her practice. Following a behaviour management course, the childminder talks more to children about how their actions have an impact on other people's feelings. She is currently completing a special educational needs coordinator course. She identified this training need to help her implement her own strategies more quickly, in case she identifies concerns about children's development.
- Children's behaviour is good. Older children are polite and respectful, and younger children are learning to share and take turns. The childminder gently and calmly helps them negotiate any minor disputes. When one child wants the toy car and cup another child has, she takes the child to find another car and cup, so they can both have one each, for example.
- Children have lots of opportunities to explore nature and the outdoors. The childminder implements an outdoor curriculum at times, and this helps children learn about the seasons and changing environment. Children enjoy being physically active, experimenting with the scooters, balance bikes and climbing frame. Young children show they enjoy the outdoors and communicate loudly

that they do not want to go back inside.

- Older children develop good literacy skills. Children manipulate dough and use various tools to strengthen their hand muscles. They experiment with paints, and older children paint their name correctly using a stick. At times, the childminder does not encourage children to find solutions and solve problems for themselves. When the paints do not work, she asks the children why, but quickly suggests putting more water on them rather than encouraging children to work this out for themselves, for example.
- The childminder supports children's communication and language well. She sings songs, reads stories and explains new words to older children, such as 'felling' and 'chainsaw'. She provides a narrative for young children's play and broadens their vocabulary. The childminder offers effective support for those children who learn English as an additional language. She uses key words, checks children's development in their home language and uses pictures to aid communication and support their spoken English.
- The childminder knows the children well and what she wants them to learn. She provides a balanced curriculum that helps children make good progress in the areas of learning. At times, she does not use young children's interests to fully engage them in activities to aid their concentration and learning even further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is confident in her knowledge of child protection and wider safeguarding issues. She knows the procedures to follow if she has concerns about children's welfare or if an allegation is made. The childminder checks the premises for any risks to children and minimises these. She ensures the home is secure.

What does the setting need to do to improve?

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

- offer children more opportunities to find solutions and work out how to solve problems for themselves
- use young children's interests effectively to adapt activities and develop their concentration, engagement and learning even further.

Setting details

Unique reference number	EY387195
Local authority	Swindon
Inspection number	10125674
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 9
Total number of places	6
Number of children on roll	14
Date of previous inspection	4 June 2015

Information about this early years setting

The childminder registered in 2009 and she lives in Swindon. The childminder works all year round, except bank holidays and family holidays. She works weekdays from 7am to 6pm. The childminder holds a level 3 qualification in early years. The childminder receives funding for the provision of free early education for children aged three and four years.

Information about this inspection

Inspector
Charlotte Jenkin

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the childminder's interactions with the children, indoors and outdoors, and assessed the impact on children's learning.
- The childminder made some documentation available at the inspector's request.
- The inspector spoke to parents, read written feedback and took their views into account.
- The inspector observed an activity, and the childminder reflected on the impact of this on children's learning.

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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