

Childminder report

Inspection date: 22 August 2022

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

What is it like to attend this early years setting?

The provision is outstanding

Children thrive in this warm and nurturing environment. They enter the home eager to learn. The childminder has a strong relationship with the children in her care and their families. The children show that they feel happy and confident as they explore the wide range of open-ended resources. This supports their creativity and imagination. The childminder uses children's interests to plan 'invitations to play', which sparks children's curiosity. For example, children show a keen interest in bugs and creatures, particularly ladybirds. The childminder hides two sets of numbered wooden ladybirds around the garden. The children work together as they stretch high and low to retrieve them. They show perseverance and good problem-solving skills as they manage to match the ladybird numbers to form a pair. The childminder praises the children, which strengthens their confidence and self-esteem.

The children learn valuable life skills and become extremely independent. They prepare and make their sandwiches. The childminder trusts children to make healthy choices as they choose what they want to eat for lunch. For example, the children decide on cheese sandwiches. They use knives to spread the butter and cut up cucumber they have picked from the childminder's allotment. After lunch, the children help to clear the table and load the dishwasher. This provides children with the skills they need for later in life and supports them to feel empowered and valued. The children keenly ask the childminder what is for dinner and get excited about prepping the vegetables. This sparks a discussion about their trip to the allotment. They remember finding a 'massive' courgette and giggling as they share their memories of putting a nappy on it and pretending it was a baby.

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

- The childminder has created a natural, well-sequenced curriculum which covers all seven areas of learning. She allows children to make choices about what they want to do. This empowers children to take an active role in their learning and development. The childminder has high expectations for children and believes in an approach where there is no limit to learning. During play, the childminder engages with children to extend what they already know and support them to achieve their next steps.
- Children's behaviour is exemplary. The childminder is an excellent role model. Children copy her tone and mannerisms. For example, the older children read and tell stories. They use open-ended questions and praise others for their answers. The children have high respect for each other. They listen to each other's thoughts and ideas. Children work together to achieve their goals.
- The childminder prioritises the mental health and well-being of the children in her care. She supports children to be able to express and understand their

emotions. She has sensitive conversations with the children about their experiences of grief, such as a death of a pet or loved one. Children discuss their emotions. They learn ways of managing their feelings and behaviours. The childminder uses books and discussions with children to teach them to talk about their feelings. This supports children to develop empathy and an understanding of how their actions can affect others.

- Physical development is also a focus. The childminder wants to ensure that the children in her care understand how to keep their bodies healthy and take care of themselves. She provides lots of opportunities for children to be physically active, such as weekly physical education lessons, yoga sessions and long walks in the community. The children explore sand and water, using a range of different tools. They use jugs to transport and pour water into the sand, which builds the muscles needed for later writing skills.
- The childminder goes above and beyond for the families in her care. She offers parents lots of help by finding them local support with grief, financial help and extra childcare. The childminder is inclusive. She provides all new parents with an extensive information pack, policies, and information on child development in their first language. The childminder keeps parents up to date on children's progress and learning. At the end of each week, she sends home a review, along with home activities and games, to support further learning. Parents highly recommend the childminder and the excellent care she provides.
- Children get out in the community. They go on long nature walks, where they find natural resources to use in their play. The children attend stay-and-play sessions at a local nursery, which builds their social skills. They support the local school with a range of projects and events. The childminder arranges for a local community officer to visit the children to discuss how to stay safe. The children hatch chicken and quail eggs. They care for them and then give them to the local farm, which they also visit regularly.
- The childminder continuously reflects on her provision and practice. She observes the children throughout the day and makes notes of anything she has noticed. For example, the childminder noticed the bookshelves were too difficult for the children to easily reach and made a change. The childminder enhances her knowledge and practice by completing a wide range of training online.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has extensive knowledge of how to keep children safe. She knows the correct procedures to follow if she has concerns about the welfare of a child. The childminder ensures that she keeps herself up to date with a wide range of safeguarding training and attends all local meetings. She can identify the signs and symptoms of abuse, including female genital mutilation and how young children and their families may be affected by drug-related risks. The childminder fully understands her responsibilities for dealing with allegations made against her and the agencies to contact.

Setting details

Unique reference number	EY410469
Local authority	Swindon
Inspection number	10231790
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	0 to 13
Total number of places	6
Number of children on roll	20
Date of previous inspection	28 September 2016

Information about this early years setting

The childminder registered in 2010 and lives in Swindon, Wiltshire. She operates from Monday to Friday all year round. The childminder provides funded early education for two-, three- and four-year-old children. She holds a diploma in childcare at level 3.

Information about this inspection

Inspector

Louise Phillips

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 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 inspector and the childminder had a learning walk and discussed the provision and the curriculum.
- The inspector observed the quality of teaching during indoor and outdoor play and assessed the impact on children's learning.
- The inspector and the childminder carried out a joint observation.
- The inspector held a meeting with the childminder to discuss how she evaluates the provision.
- The inspector looked at relevant documentation, including evidence of suitability checks, first-aid certificates and registers.
- The inspector took account of written testimonials.
- Children spoke and engaged with the inspector during the inspection.

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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