

Childminder report

Inspection date: 6 October 2022

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| 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

The childminder and her assistants welcome children into this home-from-home environment with a smile. Children enter happily and eager to see what they will be learning that day. They choose what they want to play with from the wide range of resources available. The childminder and her assistants sit with the children and interact with them during their play. This helps them to build good bonds with the children and allows them to extend their learning. For example, children sit and explore a shape sorter. The assistant encourages the children to put the shapes in the holes. She models language, such as 'this is a square and that is a heart.' She encourages the children to take turns and praises them when they get the shape into the right hole. This builds the children's confidence and offers new vocabulary.

Children learn about healthy and unhealthy food choices. During a planned activity, the children have a plate with a healthy and unhealthy side. They select different foods and have discussions about which side they belong to, saying 'fruit is healthy and go on the green side, and burgers are unhealthy; they go on the red side.' The children talk about the food they like and dislike. They know what effect different foods can have on their body and their teeth. For example, children tell each other that if they eat all their snack, their muscles will grow big and strong.

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

- The curriculum is a blend of adult-led activities and child-led play. The childminder plans a range of activities and experiences aimed at sparking children's curiosity and interests. She ensures her assistants know each child's next stages of learning. During play, the childminder and her assistants interact with the children to extend their learning beyond what they already know. The childminder uses loose themes to ensure her planned activities cover all seven areas of learning.
- The childminder plans weekly physical education sessions for the children. During these activities, children take part in a range of games and endurance races to build muscle strength. This promotes children's health and well-being, as they notice the effects exercise can have on their bodies. The childminder encourages children to change into sportswear. She supports the children to take off and put on their clothes, teaching them how to do it themselves. This further develops children's independence and helps them to prepare for school.
- Parents state that their children love attending the childminder's home. They receive regular updates on their child's development and the next stages of learning. The childminder provides home learning, such as worksheets and reading books. Parents seek advice and guidance on potty training, fussy eating and preparing for new siblings. Parents receive termly newsletters with details of

any upcoming learning and any changes to policies. They value the childminder's input and see her as an extended part of the family. The childminder takes in donations of clothes and toys that she shares with the families. She provides food parcels to vulnerable families.

- The childminder provides effective support for children's communication and language skills. Older children use a wide range of vocabulary. They communicate well with each other, sharing thoughts and ideas. The assistants speak clearly to the younger children, repeating words back to them. This helps them to pronounce words correctly and become confident communicators. However, sometimes, the assistants do not extend children's learning by using effective questioning. For example, when children say popcorn is unhealthy, there are no follow-up questions as to why the children believe it is unhealthy. This does not help to extend children's thinking skills or push their learning beyond what they already know.
- Children behave well. They form friendships and call each other to join in with their play. The childminder and her assistant demonstrate good manners and use gentle reminders to enforce boundaries and routines, such as 'gentle hands' and 'quiet voices'. The children show determination and a willingness to give things a go. For example, when children struggle to place a shape in the hole, they keep on trying, twisting and turning until they finally get it into the right place. This develops children's resilience and gives them a sense of achievement.
- The childminder continually reflects on the provision and practice. She gains feedback from the local authority, the parents and local childminders on how she can make her service better. The childminder has a good relationship with her assistants and offers some feedback to help develop their knowledge and skills. However, the childminder does not sit back and fully observe the assistant's teaching. This means feedback is not always specific enough to help assistants improve their practice further. For instance, assistants do not always know how to adapt their teaching to consistently support children's learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants have a clear understanding of their responsibility to keep children safe from harm. They can identify the signs and symptoms of abuse, including female genital mutilation and domestic abuse. The childminder keeps up to date with local safeguarding issues, such as county lines and other drug-related crimes, which helps her to protect young people and families in her care. She knows the importance of keeping up-to-date records and reporting any concerns to her local authority. The childminder and her assistants are aware of the procedure to follow if an allegation is made against them and the relevant agencies they need to contact. The childminder conducts risk assessments of her home and places she visits to ensure they remain safe for the children in her care.

What does the setting need to do to improve?

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

- strengthen the use of effective questioning skills to further extend children's learning and thinking skills
- strengthen supervision, coaching and mentoring to help assistants improve their practice even further.

Setting details

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| Unique reference number | EY236435 |
| Local authority | Swindon |
| Inspection number | 10257351 |
| 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 4 |
| Total number of places | 9 |
| Number of children on roll | 17 |
| Date of previous inspection | 6 February 2017 |

Information about this early years setting

The childminder registered in 1996. She lives in Swindon, Wiltshire. The childminder provides care each weekday, from 7am to 6.30pm, all year round, with the exception of family holidays and bank holidays. The childminder works with assistants. She holds an early years qualification at level 3. The childminder receives funding to provide free early education for children aged two, three and four years.

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 provider and has taken that into account in their evaluation of the provider.
- The inspector and the childminder completed a learning walk where they discussed the provision and the curriculum.
- The inspector observed the quality of teaching during both indoor and outdoor play and assessed the impact this has on children's learning.
- The inspector spoke with assistants at appropriate times throughout the inspection and completed a joint observation with the childminder.
- The inspector held a meeting with the childminder to discuss how they self-evaluate the provision.
- The inspector looked at relevant documentation, such as evidence of suitability, registers and accident logs.
- The inspector spoke to a small number of parents during the inspection.
- Children spoke to 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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