

Childminder report

Inspection date: 7 November 2022

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

What is it like to attend this early years setting?

The provision is good

Children feel secure, happy and safe in this nurturing and homely environment. They are very comfortable, happily exploring and freely accessing toys and games from the well-displayed, easily accessible resources around her house. They form warm relationships with the childminder, seeking her out when they want help getting out a toy, or just want a cuddle. For example, mid play children cuddle the childminder when they need reassurance, then continue on with their games.

The childminder is a positive role model for the children and shows them respect. She has high expectations of children and teaches them to be kind and respectful to each other. For example, when children try to take toys from each other, she reminds them about who had it first and helps them to find a solution. She lets children lead their day, asking them if they are ready for snack, and go outside to play when they ask.

The childminder knows the children extremely well and provides toys and activities based on their learning needs and interests. She plays with them, providing ideas to help extend their learning. Children are interested and highly engaged and are making good progress.

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

- The childminder is highly reflective, regularly evaluating her setting to ensure she is providing the best learning experiences for children. She keeps up to date with current practices by attending training courses, meeting with other childminders, attending local authority clusters and reading industry magazines.
- Parents say the childminder is an excellent communicator and they feel very comfortable leaving their children in her care. The childminder works with parents to support children's development. For example, she shares ideas of activities parents could do at home to support their child's learning. She also works with them to help children achieve developmental milestones, such as toilet training. Parents say their children are excited to come to the childminder's house and often do not want to leave.
- The childminder supports all children extremely well, including those with special educational and/or disabilities and health care needs. She links extremely well with outside professionals and attends specialised training to ensure she can meet the complex needs of children in her care. Children are making good progress.
- Children's speech and language development is generally supported well. For example, she talks to children throughout the day, reads books and sings songs, providing them with new vocabulary. However, occasionally, children could be encouraged even more to try using new words and making different sounds.

- Children who learn best outside have many opportunities to do so. They regularly spend time in the well-resourced garden, where they have opportunities to balance, run, play with balls, engage in role play and interact with the childminder's animals. They also go on regular outings to parks.
- Children are exceptionally kind and caring and considerate of the childminder and each other. For example, when young children notice they have taken the childminder's chair, they stop their play and go and find one for her. The childminder praises them for doing this, showing them they are valued and helping to them to develop high self-esteem.
- The childminder successfully supports children to develop their independence skills and to learn new tasks. She does this naturally throughout the day and in everyday routines. For example, at snack time, children cut up their own cucumber, with the childminder supporting them to use safe knives. They smile with pride when succeeding with the task. She also encourages them to put on their own shoes and wash their hands independently.
- The children have many opportunities to learn about simple scientific concepts and develop mathematic language in everyday play. For example, when playing in the water tray, children pour water from one container to the other. The skilled childminder extends their learning by explaining how one is getting heavier and the other lighter as they pour. They discuss what will float and sink as they play with the water.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an excellent knowledge of safeguarding. She knows the signs and symptoms to look for that may be a cause for concern and how to record these. She knows what to do and who to contact if she thinks a child may be at risk of harm. She keeps her knowledge up to date by attending regular training and by having discussions with childminder peers and the local authority. The premises are extremely safe, with many procedures and risk assessments in place to ensure children remain safe, both in the setting and when on outings.

What does the setting need to do to improve?

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

- make the most of opportunities to target children's learning needs even more precisely.

Setting details

Unique reference number	EY461280
Local authority	Swindon
Inspection number	10236143
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
Total number of places	6
Number of children on roll	6
Date of previous inspection	23 November 2016

Information about this early years setting

The childminder registered in 2013 and lives in Swindon, Wiltshire. She operates her service all year round from 7.30am to 6pm on Monday to Friday, except family holidays. The childminder receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Joanne Neenan

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.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The inspector observed the interactions between the childminder and children.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the setting with the inspector.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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