

Childminder report

Inspection date:

6 December 2022

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is good

Children have a lovely time with this childminder. They enjoy playing with the many toys and activities that are available. They have warm, positive relationships with the childminder. Children enjoy being in her care. The childminder is gentle in her approach. She uses soft and supportive language and gives children time to express their thoughts and ideas.

The childminder encourages children to become independent. Children behave as if they are at home in her care. For example, children are kindly encouraged to help set the table for snack and lunchtime. Children open kitchen doors and count out plastic plates before placing them on the table. Children enjoy playing with the childminder. They creatively explore role play in a toy kitchen, making dinner and cakes. Children dress in a chef's costume and help the childminder to count the toast they are 'cooking'.

Children are curious and happily engage in their play. Younger children, who are new to the setting, show that they feel safe. They develop standing skills as they explore the interesting activities available. They enjoy playing with the childminder with a toy farm. They laugh at the animal noises the childminder makes. The childminder uses toys that the children are interested in to help them learn new skills and knowledge. Younger children enjoy using technological devices. They smile as they push buttons, which results in lights and music playing. The childminder supports the children's decision-making skills and colour recognition.

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

- Children are confident and eager to try new things. The childminder is aware of the importance of developing a language-rich environment. She reads to the children regularly and gives them opportunities to discuss what they see in books. Children develop a love of books and older children show good concentration as they look at books independently. The childminder gives children time to think and respond to questions. However, opportunities to extend conversations further, and for the children to develop excellent vocabulary and communication skills are sometimes missed.
- The childminder encourages children to count items they are playing with. Younger children can count small quantities confidently. However, opportunities for children to develop mathematical knowledge further are sometimes missed, for example, in areas such as shape and measure.
- The childminder has positive relationships with parents. Parents share children's likes, dislikes and routines with the childminder before children begin in her care. The childminder supports parents with helpful suggestions to support children's learning. Parents receive regular updates on their children's progress.

Parents say the childminder is highly recommended. They are very happy with the care their children receive and the progress their children make.

- The childminder keeps herself up to date with a professional development plan. She is committed to offering the best care for children. She has completed a number of short training courses. For example, she recently completed a course on behaviour management strategies and de-escalation methods. However, the training the childminder accesses for professional development is not focused on strengthening the quality of education, to enable the childminder to deliver the highest-quality teaching practice.
- The childminder has created an ambitious curriculum for all children. She provides children with a wide variety of activities for the children to play with. For example, children have access to chalk and a board to develop their drawing skills. They enjoy playing with toy dolls and prams. The childminder knows the children in her care well and how to plan suitable next steps. She ensures children understand the importance of healthy food and exercise choices. The childminder provides children with healthy foods for snacks and they visit the local play park on a daily basis.
- The childminder has high expectations for the children in her care. She guides them to understand how they are unique and special. She speaks to children with respect and care. The childminder supports the children to understand how their behaviour impacts on others.
- The childminder has good links with the local school. She helps children to be prepared for their next stage of learning. When children attend more than one setting, the childminder creates relationships with the other provider to share knowledge and information and ensure children receive the best education possible.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of child protection procedures. She keeps her training up to date and is able to recognise any possible signs that a child is at risk of harm. The childminder knows how to refer concerns about a child. The childminder ensures that her home is clean and safe. This includes ensuring that toys and equipment are clean and suitable for the age and stage of the children who attend. The childminder walks children to their local school. She takes a safe route away from main roads. Children are transported to school safely.

What does the setting need to do to improve?

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

- extend conversation and vocabulary when speaking with children so that they develop excellent vocabulary and communication skills

- focus professional development more precisely, to further develop skills and confidence in teaching practice
- enhance opportunities for children to further develop skills across all areas of mathematics, including shape, space and measure.

Setting details

Unique reference number	506058
Local authority	Swindon
Inspection number	10234567
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 2
Total number of places	2
Number of children on roll	5
Date of previous inspection	7 February 2017

Information about this early years setting

The childminder registered in 1987. She lives in the Gorse Hill area of Swindon. She offers care from 8am to 5pm, each weekday, throughout the year. The childminder holds a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Victoria Jones

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 quality of education was observed and the inspector assessed the impact this has on children's learning.
- The childminder and the inspector evaluated an activity together.
- The inspector spoke with the childminder and children during the inspection.
- The inspector read feedback from parents during the inspection and took account of their views.
- The inspector viewed the premises and the intent of the curriculum was discussed.

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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