

Childminder report

Inspection date:

8 December 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	Good
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What is it like to attend this early years setting?

The provision is good

The friendly childminder welcomes children into her home. She builds good bonds with the children in her care, which helps them to feel safe and secure. The children call the childminder by name to show her what they have done or to invite her into their play. The childminder engages well with the children, offering them lots of praise and reassurance, which boosts their confidence and self-esteem.

Younger children babble and point to things they want. The childminder gives the children eye contact while narrating their needs back to them. This supports early language development and builds good attachments from a young age. Older children confidently communicate with the childminder and visitors as they show off their Christmas craft creations. The children listen to each other and share ideas. The childminder engages with the children by asking open-ended questions about their play and modelling lots of language.

The children enjoy experiences in their local community. They take walks to the local parks, where they run around and climb on equipment. This enables children to burn off energy and strengthens their muscles. Children explore nature on their walks by looking at the wildlife and going on bug hunts. They notice different things within their environment, such as the different colour cars and numbers on car number plates. This provides children with an understanding of the world around them and encourages a love of nature.

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

- The childminder knows what she wants children to learn in her care. She plans a range of activities around children's interests and their next stages of learning. The childminder interacts with the children during these activities to further extend their knowledge past what they already know. However, the childminder does not adapt planned activities to ensure that they are appropriate for the younger children. This means that while the babies want to join in with the activity, it is not suitable and they soon need to be distracted with other toys.
- Older children show they know some mathematical concepts and language, such as more, flat, more and less. They recognise shapes by name and use counting in their everyday play. For example, children hunt for bears in the sand. They match the coloured bears with the same-coloured pots. The children recognise the shapes on the side of the pots and identify them by name. The childminder encourages the children to count the bears again when they count out of sequence. The childminder extends the learning by counting with them, developing their early mathematical skills.
- The childminder is keen to support children in learning how to manage their feelings and behaviour. She supports children by giving them gentle reminders

about the house rules and how to be kind to each other. The childminder has clear strategies to follow when dealing with challenging behaviour. She gets down to the children's level to talk to the children about their actions and how they make others feel. The childminder encourages the children to share and take turns. This helps children to understand that their actions can impact others.

- Parents feed back that their children enjoy going to the childminder's house and settle quickly. They regularly get feedback on their child's development and the next stages of learning. The childminder gives parents advice on concerns such as behaviour, fussy eating and toilet training. The childminder gains information from parents on children's routines, likes and dislikes. She shares information with parents about healthy eating and health concerns in the area. Parents whose children have special educational needs and/or disabilities (SEND) value the childminder's continued assistance with filling out paperwork and liaising with other professionals.
- The childminder uses funding to enable her to support children with SEND. She buys these children special resources, such as chew toys, and seeks out specialist training, which she shares with the parents. This helps children with SEND make progress from their starting points and gain the best possible start in life.
- The children learn good self-care routines, such as regular handwashing and using the toilet independently. This supports children to become independent and prepares them for school. However, the indoor and outdoor environments are not organised to allow children to independently select resources to further extend their free play.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is clear on her responsibility to safeguard the children in her care. She understands the importance of keeping good records and reporting any concerns she has about a child to the relevant authorities. The childminder attends regular safeguarding refresher courses to ensure that she keeps her knowledge up to date. She can identify the signs and symptoms of abuse, including female genital mutilation and radicalisation. The childminder knows how to report allegations made against her or a member of her family. The childminder conducts regular risk assessments of her home and understands how to keep children safe online.

What does the setting need to do to improve?

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

- seek professional development opportunities to help improve planned activities

and ensure they are suitable for a wider age range

- further enhance children's learning by organising the learning environment, both indoors and outdoors, so that children can access resources independently.

Setting details

Unique reference number	EY393995
Local authority	Swindon
Inspection number	10235311
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 5
Total number of places	6
Number of children on roll	8
Date of previous inspection	20 February 2017

Information about this early years setting

The childminder registered in 2009 and lives in the Upper Stratton district of Swindon. She operates all year round from 7.15am to 5pm, Monday to Friday. 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 provider's first routine inspection 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 and discussed the provision and the curriculum.
- The inspector observed the quality of teaching during play and assessed the impact this has on children's learning.
- The inspector 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 child registers, first-aid certificates and suitability to work with children.
- The inspector took account of a small number 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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