

# Childminder report

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Inspection date: 5 January 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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**

Children are settled and form strong attachments with the nurturing childminder. They display their fondness of her and her co-childminder and seek regular cuddles and reassurance from them throughout the day. Children demonstrate that they feel safe and secure. They freely explore the play environment and make independent choices about their play. Children of different ages play cooperatively together. Slightly older children are considerate and kind to their younger peers.

Children benefit from a carefully considered curriculum. This supports them to acquire the knowledge and skills needed for their future learning and the move on to pre-school and school. Young children display good hand-to-eye coordination. They sit at the table and draw pictures with coloured crayons. Children are proud of their achievements and show visitors their drawings, stating that it is a 'dinosaur'.

Babies develop physical skills. They eagerly crawl around on the floor and use low-level furniture to pull themselves up into a standing position. Babies watch on as older children draw pictures and look at story books. They carefully reach forward to select a board book from the table and hold it open with both hands as they look at the illustrations.

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

- The childminder takes time to get to know children and their families when they first begin to attend. She finds out about children's individual routines, as well as their likes and dislikes, so she can complement these in the setting. The childminder encourages parents to bring children for settling-in sessions before they start. This helps children to be ready for the move from the home to the setting.
- Partnerships with parents are good. The childminder shares information with them through daily conversations at drop-off and collection times. On occasions, she sends digital messages and photographs to keep parents fully involved in their children's learning. The childminder gathers information from parents about children's learning at home. She uses this information in her assessments of children to provide an accurate and holistic view of their progress.
- The childminder and her co-childminder establish effective partnerships with other settings children attend. They share information about children's unique characters, as well as their learning and development. This helps to promote continuity in children's care and learning.
- The childminder encourages young children to share and take turns. When minor disagreements take place, such as a child taking a toy from another child, the childminder gently reminds children that they need to give it back. However,

the childminder does not always provide children with enough opportunities to talk about how they may feel or introduce them to the vocabulary they need to label their emotions.

- The childminder regularly evaluates and reflects on her practice with her co-childminder. They attend mandatory training, such as for paediatric first aid and child protection, to keep their knowledge and skills up to date. The childminder is keen to develop her setting further. She plans to develop the outdoor learning environment and introduce children to recycling to support their awareness of caring for the environment.
- The childminder skilfully incorporates mathematics into children's play. For example, she encourages children to count the number of blocks as they build a tower. Children use comparative language as they correctly identify which tower is taller and which one is shorter.
- Children benefit from regular outings in the community to broaden their experiences. They visit the library and develop physical skills when they go to the park. The childminder teaches children the importance of safety when out in the community. For example, children learn that it is not always safe to approach dogs who are walking in the park at the same time as them.
- The childminder understands the importance of promoting a healthy lifestyle. She shares ideas with parents about nutritious lunch box snacks and has conversations with children about their toothbrushing habits at home. That said, at mealtimes, the childminder does not always support children to learn to make healthy choices for themselves as she selects the food types they must eat first.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of how to protect children from harm. She has a good awareness of the signs and symptoms that may indicate a child is at risk of abuse, including those a child may present when subject to extreme or radical views. The childminder attends regular safeguarding training to keep her knowledge up to date. She explains the procedures to follow should she need to report a concern about a child's welfare. This includes the procedure for handling and reporting allegations against adults working with children.

## What does the setting need to do to improve?

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

- enhance opportunities for children to learn new vocabulary to label their emotions and further support their understanding of feelings
- provide children with more opportunities to build on their knowledge and understanding of different food types, to support them to make healthy choices for themselves.

## Setting details

<b>Unique reference number</b>	EY463743
<b>Local authority</b>	Swindon
<b>Inspection number</b>	10236202
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 5
<b>Total number of places</b>	6
<b>Number of children on roll</b>	10
<b>Date of previous inspection</b>	24 January 2017

## Information about this early years setting

The childminder registered in 2013. She lives in the Stratton area of Swindon, Wiltshire. The childminder operates her service all year round, from Monday to Friday, between the hours of 7am and 5pm. She works with her sister who is also a registered childminder. The childminder is registered to provide funded early education for children aged two, three and four years.

## Information about this inspection

**Inspector**  
Holly Smith

### 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 this into account in her evaluation of the provider.
- The childminder showed the inspector the premises and discussed her intentions for children's learning and the curriculum she offers.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- The childminder discussed children's progress with the inspector.
- The inspector viewed a sample of documentation, including the childminder's paediatric first-aid certificate.
- The inspector spoke to parents and took their views into account.

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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