

# Childminder report

---

Inspection date: 5 January 2023

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

## What is it like to attend this early years setting?

### The provision is good

Children are happy and display affectionate and warm relationships with the childminder. They receive plenty of cuddles and reassurance throughout the day. Babies benefit from high-quality, one-to-one interactions. They smile and look closely at the childminder's face as she speaks to them enthusiastically. Babies' early communication and language skills are supported well. The childminder models vocabulary and provides a narrative to their actions. For example, as babies touch parts of her face, she introduces them to the names of facial features, such as 'nose', 'eyes' and 'mouth'.

Babies demonstrate that they feel safe and secure. They are eager to explore the play environment and crawl around to access the wide range of resources on offer. Babies develop strength in their arms as they shake a box of coloured bricks. They look up and smile excitedly at the childminder as they hear the noise they make. Young children copy the childminder as she demonstrates how to build a tower. They connect the blocks together as the childminder counts '1,2,3'. Young children are becoming aware of the childminder's expectations for their behaviour. They are reminded to be considerate and respectful of their peers. Children are encouraged to have good manners and use words such as 'please' and 'thank you'.

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

- The childminder meets young children's individual needs well. She gathers a range of information from parents about their children's likes and dislikes, as well as their care needs and routines. The childminder does her best to facilitate children's routines from home during their time at the setting.
- Care practices are good. The childminder seeks children's permission to engage in their personal care and changes them with privacy away from their peers. Young children are familiar with routines and settle promptly for their nap.
- Children enjoy opportunities for fresh air outside in the setting's garden. They learn to move their bodies in different ways as they walk and crawl along the decking. Babies hold onto wooden panels to steady their balance as they look up to watch the birds in the sky. However, the childminder does not organise the outdoor area well enough. It does not provide a range of learning opportunities to fully support and encourage children to explore and investigate the natural world.
- The childminder has established partnerships with local schools and pre-schools. She has procedures in place to support the transition of children between settings, to ensure their individual needs and well-being are consistently supported. The childminder gathers information from the school at collection times and makes sure this information is passed on to parents.
- The childminder knows children well. She recognises when they are becoming

overexcited and introduces strategies that successfully support them to regulate their behaviour. For example, the childminder shows children how to push and pop the bubbles on a small, sensory toy. However, she does not use these opportunities to discuss how children may be feeling or introduce the vocabulary needed to label their emotions.

- The childminder has good relationships with parents. She shares information with them about children's time at the setting in a range of ways. The childminder primarily communicates with parents verbally but is flexible in her communication methods. In addition to verbal discussions, she shares updates by telephone, digital message and through the use of photographs.
- The childminder and her co-childminder reflect on the care and education they provide. They have daily discussions about their practice and how the curriculum is working for the children who attend. The childminder explains how she plans to better support children's understanding of the world. She aims to introduce learning activities around the growth of plants and herbs during the spring.
- The childminder regularly takes children out to visit places of interest in the local community. This supports children to develop their knowledge and understanding of diversity in the world around them. The childminder supports children to be kind and respectful to all individuals in their community. She encourages children to greet and wave to elderly neighbours on their walk to school.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a good knowledge of child protection procedures. She is aware of the potential signs and symptoms that a child may display if they are at risk of harm. The childminder is confident about who to contact if she has a concern for a child. She knows how to respond appropriately to allegations made against her, her co-childminder or an assistant. The childminder and co-childminder complete ongoing risk assessments of the childminding premises and when on outings in the community. The childminder supports children to learn about their personal safety and teaches them how to cross the road safely.

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

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

- review the organisation of the outdoor area to facilitate more learning opportunities and encourage children to explore and investigate the natural world
- further consider ways to introduce children to the vocabulary required to learn and talk about their feelings and emotions.

## Setting details

<b>Unique reference number</b>	EY464123
<b>Local authority</b>	Swindon
<b>Inspection number</b>	10236210
<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 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	17
<b>Date of previous inspection</b>	24 January 2017

## Information about this early years setting

The childminder registered in 2013. She works with her sister, who is also a registered childminder. They operate their childminding business from her sister's house, which is situated in the Stratton area of Swindon, Wiltshire. The childminder operates all year round, from Monday to Thursday, between the hours of 7am and 5pm. She receives funding for the provision of free early education for children aged three 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 childminder and has taken that into account in their evaluation of the childminder.
- The childminder showed the inspector the premises and discussed her intentions for children's learning.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views on the childminder's provision 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023