

# Childminder report

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Inspection date: 10 March 2023

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<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**

The childminder provides a safe, warm, welcoming environment for the children. She has a loving relationship with all the children. The children readily go to the childminder for cuddles.

Children's behaviour is good. They learn the importance of good manners and children say, 'please' and 'thank you'. The childminder gives clear, quiet reminders to use gentle hands to help children to share and to take turns. The childminder encourages the children to say how they are feeling. This helps children to express their feelings and resolve conflicts.

Children engage in play activities and focus on what they are doing. They talk to the childminder and are confident to ask for toys that they want if they need help. The children giggle as they play. Together, they develop their imagination skills. For example, the children pretend to go to work. They pack their book bags with important items before leaving for their journey.

The childminder motivates and praises the children as they play, building their confidence to keep trying. Children are proud of their achievements and successes. Each child has their own 'wow' journal to take home for parents to see and share in their learning.

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

- The childminder carefully plans and organises the curriculum. She incorporates special events and festivals. Parents know of events in advance to support the children's learning. For example, on World Book Day, the children dress up as their favourite characters. The day has a theme to support children to learn about the story of 'The Hungry Caterpillar'. The theme continues throughout the day. For example, children have healthy caterpillar-shaped snacks made from strawberries and bananas.
- The childminder builds children's vocabulary using all areas of learning. She uses actions with clear simple language to support children who speak English as an additional language. Children join in nursery rhyme songs with puppets. For example, children sing 'Old MacDonald had a Farm'. The children make the animal sounds as they dance and sing. This also helps to build children's attention and listening skills.
- The childminder teaches mathematical skills through children's interests. They learn about shapes and colours by building puzzles and playing matching games. The children name some colours and shapes. Sometimes, the childminder asks questions too quickly, not giving children enough opportunities to build on their learning.

- The children have regular outings in the local community. The childminder meets up with other childminders to build children's social skills. They go for walks in the local forest. This supports their physical development and their knowledge about the natural world.
- Children know and remember the routines. They wash their hands before snack and try to clean their own faces afterwards. This encourages children to further develop personal care routines and independence skills.
- The childminder works closely with other early years settings that children attend. She knows the importance of sharing information to ensure a positive transition. The settings work together to support the next steps of the children's development and learning.
- Parents comment on how much progress their children make. The childminder provides books and nursery rhymes for parents to support further learning at home. Parents know which areas of learning the childminder is focusing on for their child. The childminder also uses the information from parents to confidently manage children's dietary needs. Parents feel their children are well cared for and never worry about their children's food allergies.
- The childminder assesses and monitors children's progress. She uses her knowledge to identify support for children with special educational needs and/or disabilities, for example, autism training. She knows to contact outside agencies, such as the child's health visitor.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder attends regular training provided by the local authority to keep her knowledge and skills up to date. She has a good understanding of safeguarding practices. The childminder knows how to report a concern and from where to seek advice if she has a worry about a child's welfare. The childminder uses risk assessments well to keep children safe in the home and when they are on outings.

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

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

- allow children more time to build on their learning experiences by commenting on what the children are doing.

## Setting details

<b>Unique reference number</b>	EY421188
<b>Local authority</b>	Swindon
<b>Inspection number</b>	10276169
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 2
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	4 July 2017

## Information about this early years setting

The childminder registered in 2005. She lives in Peatmoor, in Swindon, Wiltshire. She operates all year round, from 7.30am to 5pm, Monday to Friday, except bank holidays and family holidays. The childminder holds a relevant qualification at level 3. The childminder is in receipt of early years funding for two-, three- and four-year-old children. She has a level 3 qualification in childcare.

## Information about this inspection

### Inspector

Verrity Simons

### 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 that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure that it is safe and suitable.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.
- Children communicated 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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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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