

Childminder report

Inspection date: 12 April 2023

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| 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

Children are progressing in their physical development. Younger children are being motivated to support their own weight in preparation for walking. The childminder encourages them to pull themselves up to low-level furniture to gain stability, with plentiful praise. The childminder successfully provides activities to support older children's small-hand muscles, such as cereal messy play that develops opportunities for mark making, grasping, scooping and pouring. Children of all ages are also developing coordination and control of their movements through ample action songs and dancing, for example. The children also attend a martial arts group with their childminder, once a week, to enhance their body muscles and increase their balancing skills.

Children are competently developing in mathematics. They are learning to count to five and beyond. The childminder provides many opportunities during day-to-day activities to practise counting, including collecting sticks during scavenger hunts. This also provides opportunities for children to review sizes, colours and use their imagination to decide what they can do with their collection of natural resources.

The children have developed a keen interest in books. All children access a wide range of stories that they look at independently and together with the childminder and their peers, as part of their daily routine. The children are progressing in their language skills as they discover new words and sounds in the books and practise them together. The childminder uses these tools to work closely with children who need extra support in their communication and language development.

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

- The childminder has a clear curriculum intent, with a dedicated approach for all children to learn and have enjoyable experiences in her care. The childminder carries out appropriate assessments to ensure all children are meeting their milestones. The childminder reviews each child's next steps and plans daily activities to promote their learning. These are shared with parents with encouragement to be continued at home to support children to make the best possible progress.
- The childminder provides a balance of adult-led and child-initiated activities, adapted for all ages of children attending the setting. However, children of a younger age are not always accessing the learning activities as deeply as the older children. At times, this results in children lacking focus in activities and losing interest quickly, decreasing their opportunity to learn.
- The childminder is promoting children's independence around self-care, such as toileting and dressing themselves. Older children competently take themselves to the toilet and feel confident and responsible in this independent task. This is

particularly beneficial for children starting school this year. The childminder has made connections with the local primary school to ensure the children have a supportive transition to school.

- The childminder creates opportunities for children to explore the local community. They go for walks, visit parks and the library and meet with other childminders so children can seek further friendships and interactions. However, the childminder does not extend children's learning further by teaching children about other people, families and communities beyond their own.
- The childminder strives for continual professional development to ensure she is expanding her knowledge for the development of children. She accesses regular training where she gains ideas to implement into her practice. The childminder makes good use of the resources available from the training courses by creating new learning experiences for the children.
- The parents reflect on the strong relationship they and their children have with the childminder. Parents feel reassured that their children look forward to attending the childminder's setting. Parents describe how their children are progressing exceptionally well because of the experiences the childminder provides. The childminder is supportive of parents and provides advice to aid them and their children, particularly for those who are being assessed for special educational needs and/or disabilities.
- Children are demonstrating respectful behaviour towards their peers. They play well together and alongside each other with joy and excitement. Older children are caring and patient towards younger children. The children enjoy their time with the childminder, listen well to instructions and respect the rules of the setting, such as carefully handling books and toys. The childminder supports children to gain an understanding of their emotions through pictures. The children self-select a 'feelings' picture when they arrive and discuss how they feel with their childminder.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good safeguarding knowledge. She can recognise the signs and symptoms of abuse to protect children from potential harm. The childminder keeps up to date with regular training and understands the procedure to follow if she has concerns for a child's welfare. The childminder confidentially documents concerns and securely keeps them locked away. The childminder knows how to respond appropriately if an allegation is made against herself. The childminder carries out effective risk assessments to minimise risks inside and outside of her setting to keep children safe.

What does the setting need to do to improve?

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

- provide opportunities for children to learn about cultural diversity to support their understanding of the world even further
- ensure to include younger children more fully in activities to support their learning and sense of belonging even further.

Setting details

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| Unique reference number | EY297327 |
| Local authority | Swindon |
| Inspection number | 10280368 |
| 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 11 |
| Total number of places | 6 |
| Number of children on roll | 10 |
| Date of previous inspection | 17 August 2017 |

Information about this early years setting

The childminder registered in 2004. She operates all year round, from 8am to 6pm, Monday to Friday, except for family holidays and bank holidays. The childminder provides funded early years education for children aged two, three and four years.

Information about this inspection

Inspector
Michelle Oram

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 setting.
- The childminder discussed her curriculum with the inspector as part of the learning walk.
- The childminder joined the inspector in reflecting on the impact of learning during a joint observation.
- The inspector observed the children during their daily activities throughout the inspection.
- The inspector observed the childminder's interactions with the children.
- Parents provided written testimonials of the childminder, and their views were taken into account during the inspection.
- The childminder and inspector held a meeting to discuss business management and to review relevant documents to ensure her suitability to work with children.

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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