

Childminder report

Inspection date: 30 November 2023

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 happy and settled in the childminder's care and show they have formed secure relationships with her. They confidently explore the resources and are keen to include her in their play. Children show the childminder their creations with pride, and she gives them lots of praise, which boosts their self-esteem. They are confident to ask her to print off some dinosaur pictures or to write their name on their picture, for example, showing they are comfortable and at ease with her. Children form friendships with other children and older ones are keen to include younger ones in their play. For example, older children show them the pictures in the book saying, 'Look it's a giraffe!' and give them some material to look through telling them 'Look it changes the colour of everything!'

The childminder offers the children a broad and balanced curriculum. She is clear about the knowledge and skills she wants the children to gain for their future learning, including school. She checks children's progress, identifies where they may need some extra support and shares this with parents so they can continue learning at home. Children make good progress in their learning and development.

Children show curiosity and ask questions. They ask the childminder what the blinds are called and when she tells them, children say 'they are long'. Children engage in simple counting as they count the number of sides on the shape to demonstrate a square has four sides, for example. They use language such as 'big' and 'small' when describing objects, demonstrating their developing early mathematical skills.

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

- The childminder attends regular network meetings, and this enables her to keep up to date with any changes to relevant legislation in childcare and safeguarding policies. She is open to new ideas to improve practice and has clear priorities for improvement. The childminder intends to complete dyslexia training to gain more information about the early signs that she may notice in children's development.
- Children have lots of opportunities to develop their physical skills through visits to soft play centres, parks with large equipment and walks in local amenities. Children socialise with other adults and children and become confident in mixing with other people. They are helped to learn about and become aware of their local community and the wider world.
- The childminder supports children's communication and language well overall. She engages the children in conversations and responds to them when they ask what something is called. She introduces new language such as 'camera' and 'conkers' and gives younger children time to communicate their wants and

needs. However, at times the childminder does not use effective questioning to give children time to think and form a response, to support their language even further.

- Children show they are developing a love of books. They sit down, handle the books correctly and turn the pages. They lift the flaps and talk about what they see and press buttons to make noises. Children develop good hand to eye coordination at a young age and practise strengthening their hand muscles. For example, they confidently take off and put back on the pen lids with ease. Children show they are making good progress in their early literacy development.
- The childminder encourages children's self-care skills well. She encourages them to put on their coats when they go out and to blow their own noses and wash their hands after using the toilet. The childminder encourages the children to dispose of the tissues correctly in the bin and to sanitise their hands afterwards. However, she does not explain the reasons for doing so to help children learn the importance of good hygiene routines.
- Children's behaviour is good. Older children show they have learned to share and take turns, offering a younger child a toy they want when they have finished using it. The childminder is sensitive to young children when they struggle to wait their turn and offers them distractions until it is their turn. She offers the children lots of praise for their achievements and this boosts the children's self-confidence.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has kept up to date with her safeguarding training. She is knowledgeable about safeguarding children issues and the procedures to follow if concerned about a child's welfare. The childminder knows who to contact if an allegation is made against her or a household member. She completes risk assessments of her home and for transporting children when on outings to help ensure their safety. The childminder reminds children of safe practices, such as to pick up the toys in case they trip over them.

What does the setting need to do to improve?

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

- make better use of effective questioning techniques to enable children time to think and form a response, to support their development language further
- help children learn the reasons of the importance of following good hygiene routines.

Setting details

Unique reference number	954278
Local authority	Swindon
Inspection number	10320712
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 9
Total number of places	6
Number of children on roll	8
Date of previous inspection	2 September 2019

Information about this early years setting

The childminder registered in 2001. She lives in Chiseldon, near Swindon, in Wiltshire. The childminder holds a childcare qualification at level 3. She provides care each weekday throughout the year from 7.30am to 5.30pm, with the exception of family holidays. The childminder provides funded early education for children aged three years.

Information about this inspection

Inspector

Charlotte Jenkin

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 on the childminder and has taken that into account in their evaluation of the childminder.
- The childminder spoke to the inspector about her intentions for children's learning.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact this was having on children's learning.
- The childminder discussed an activity with the inspector and evaluated the impact on children's learning.
- The childminder made some documentation available for the inspector to sample, including training certificates.

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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