

<b>Inspection date</b>	10 February 2015
Previous inspection date	7 May 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is outstanding

- The childminder has an excellent understanding of how children learn, which she uses to develop fun activities that extend learning. She expertly identifies the next stages in learning needed and plans thoroughly for these so children make rapid progress.
- The childminder reviews her provision accurately and improves her knowledge through regular well-chosen training.
- The childminder assesses and checks children's learning accurately, which means she supports children's specific needs extremely well.
- The childminder shows interest and enthusiasm in the children's learning. She extends their language and communication skills highly effectively.
- The childminder provides high-quality care. She has a comprehensive understanding of safeguarding procedures, which helps protect children from harm. Children are kept safe and secure.
- The childminder has highly effective partnerships with parents and outside professionals, so children receive consistent, appropriate support for all their needs.
- The childminder is an excellent role model. Children follow excellent personal hygiene routines that encourage personal independence. They enjoy healthy food.
- The children behave very well, following the childminder's example and encouragement.
- Inside play spaces are well organised and encourage high levels of exploration and investigation across all areas of learning. Children make many choices in their play so become independent learners, which prepares them well for school.

## What the setting needs to do to improve further

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

- extend learning opportunities for children through further developing a highly stimulating and challenging environment outside.

### Inspection activities

- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector took account of the written views of parents.
- The inspector observed activities inside and out and the childminder's interactions with the children, and looked at the range of toys, resources and equipment available for children's use.
- The inspector carried out a joint observation with the childminder.
- The inspector looked at planning documentation, children's records and other documentation, including policies and procedures, and discussed these with the childminder, together with her methods for assessing children's abilities, her planning for their progress and the ways in which she evaluates her provision and plans for its improvement.

### Inspector

Helen Millard

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is outstanding**

The childminder expertly provides exciting activities. For example, she used a favourite story to investigate different kinds of fruit. Skilful use of puppets brought the story to life. Early mathematical skills were developed and the activity extended into discussing preferences and making a fruit salad. Such high-quality teaching drives progress and enthuses children of different ages. Interesting labels encourage children to become familiar with print and try their early writing skills. The childminder models language expertly and extends discussions. She listens to children's opinions, values their input and raises their confidence. Her skilful questioning extends learning. Children think for themselves and try new things. Children help each other. They develop key skills for future learning. Children have easy access to many toys. They use photographs to aid their selection, so they direct their own learning. The childminder works closely with parents and others involved with children so learning is consistent. Assessment arrangements are detailed and precise, with extra support given if needed.

### **The contribution of the early years provision to the well-being of children is outstanding**

Children thrive in a welcoming and caring environment. They enjoy the childminder's constant encouragement and reassurance. The childminder praises good behaviour and encourages politeness, and children respond well. Well-organised routines involve all children and promote their confidence and independence. The childminder takes children to visit toddler groups, which develops children's understanding that people differ. Regular visits to parks and places of interest develop physical and social skills, encouraging children to explore their surroundings to broaden their experiences. However, the childminder makes less use of her outside area during the colder months of the year, which reduces children's choice of where to play. The area requires further development to encourage challenge and high levels of learning for all the children. The childminder keeps the children safe through her excellent understanding of safeguarding practices.

### **The effectiveness of the leadership and management of the early years provision is outstanding**

The childminder is highly experienced and has a comprehensive understanding of the requirements of her childminding role. She provides excellent care and learning for all children. She regularly reflects on all aspects of her provision. She acts on improvement suggestions made by parents, other professionals and children. The childminder is committed to increasing her skills, and is studying to gain a higher qualification. She has exceptional partnerships with local schools, which help her ensure excellent preparation for the next stage in children's learning.

## Setting details

<b>Unique reference number</b>	109023
<b>Local authority</b>	Swindon
<b>Inspection number</b>	839562
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Name of provider</b>	
<b>Date of previous inspection</b>	7 May 2009
<b>Telephone number</b>	

The childminder started minding in 1989 and registered with Ofsted in 2001 on the Early Years register and both the compulsory and voluntary parts of the Childcare Register. She lives with her husband in the Toothill area of Swindon. The family keeps a cat, rabbits and guinea pig as pets. The childminder receives funding to provide some free early education for children aged three and four years. Minded children remain mostly downstairs; bathroom facilities are located upstairs. An enclosed rear garden is available for outside play. The childminder holds a relevant early years qualification at level 3.

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