

Childminder Report

Inspection date

20 May 2015

Previous inspection date

12 November 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
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		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The quality of teaching is good overall. The childminder gives high priority to children's early language skills and works well in partnership with parents. As a result, children make good progress from their starting points.
- The childminder and her assistants provide varied opportunities and consistent encouragement for children to develop their independence from an early age. As a result, children demonstrate high self-esteem when managing tasks by themselves. This means that children learn the skills and confidence they need to succeed when moving on to new settings.
- The childminder has positive relationships with parents. As a result, she has a highly developed understanding of children's needs and she uses this knowledge to support their personal and social development exceptionally well.
- Children are kept safe from harm as the childminder and her assistants have a very thorough understanding of the safeguarding and welfare requirements. Consequently, children are well protected and have a safe and secure environment in which to play and explore.
- The childminder supervises her assistants' work well. She demonstrates commitment to ensuring that they are equipped with the skills and qualifications needed for their roles.

It is not yet outstanding because:

- The childminder does not fully extend children's mathematical knowledge and understanding to include focus on shape, space and measurement.

What the setting needs to do to improve further

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

- enhance children's mathematical knowledge further by asking questions to increase their understanding of space, shape and measure.

Inspection activities

- The inspector toured the premises.
- The inspector spoke to parents during the inspection.
- The inspector viewed a range of documentation including children's records, policies and procedures.
- The inspector spoke to the childminder and her assistants during the inspection.
- The inspector observed children during their routines and activities.

Inspector

Kim Andrews

Inspection findings

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

The childminder has a detailed knowledge of children's abilities and needs, and uses this to support them to make good progress. The childminder particularly considers children's development in communication and language skills. As a result, she provides activities to teach these skills to all ages of children based on their individual needs. For example, when reading a story, the childminder emphasises single words for younger children but talks to older children about the story characters' feelings. This enhances their knowledge about emotions and words to describe them. The childminder supports the repetitive play of toddlers. She provides resources that enable them to safely explore their interests, such as rotation and wheels.

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

The childminder and her assistants have an excellent key-person system. They work exceptionally well together, which means that children thrive in their care. Children behave very well because the childminder acts as a positive role model, helping them to understand how to share and take turns. Daily routines embed children's independence skills. For example, they find their names on their coat pegs and when they register, and they wash their hands before snack time. Children have excellent opportunities to extend their physical development as the childminder encourages them to enjoy outdoor play. Her garden is an extension of the indoor learning environment. The childminder provides children with healthy snacks, such as fresh fruit, to promote their health. They learn about healthy eating through discussion and by growing vegetables from seeds. The childminder gives lots of praise and encouragement, which greatly boosts children's self-esteem and confidence. This prepares children very well for their next stages in learning and for school.

The effectiveness of the leadership and management of the early years provision is good

The childminder has a good understanding of her responsibility to meet the requirements of the Early Years Foundation Stage. She has strong partnerships with other professionals. For example, she shares detailed information with teachers before children start school. The childminder also acts as a mentor for other newly qualified childminders in the area. She accesses training regularly and makes highly effective use of it to enhance her service. For example, recent training includes internet safety and this information is implemented into her policies and practice. The childminder ensures suitable training for her assistants and, as a result, children benefit from improved outcomes.

Setting details

Unique reference number	161061
Local authority	Swindon
Inspection number	836846
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	9
Number of children on roll	9
Name of provider	
Date of previous inspection	12 November 2009
Telephone number	

The childminder was registered in 2001. Her childminding practice is known as Busy Kids and she works with up to two assistants. The childminder lives in the Ferndale area of Swindon, Wiltshire. The childminder offers flexible hours and is open all year except for family holidays.

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