

# Childminder Report

## Inspection date

7 July 2015

Previous inspection date

14 October 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Children feel emotionally secure with the childminder. She gives them a great deal of individual attention, praise and encouragement. Children become highly independent, confident and sociable individuals. They are prepared exceptionally well for their eventual move to school.
- The childminder works closely with parents and carers. She gets to know children and their families really well. This enables her to talk to children about things that are important to them and to meet children's needs to a high standard.
- Children have fun with the childminder. They enjoy a wide variety of interesting and imaginative activities that support all areas of their development well. The childminder teaches them effectively so all children make good progress.
- The childminder supports children's developing speech especially well. They gain a firm understanding of numbers and mathematical ideas through playful activities.
- This caring and conscientious childminder reviews all she does and the impact it has on children. She acts on advice and information from training to update her knowledge and continue making improvements to her service.

### It is not yet outstanding because:

- The childminder shares information with parents and some other settings that children attend. However, she has not developed this partnership effectively with all other carers and settings. This means that children do not benefit fully from a consistent approach from all who care for and teach them. This hinders them in making very rapid progress in all areas of learning.

## What the setting needs to do to improve further

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

- share information regularly with all carers and other settings that children attend, to enable a consistent approach to children's care and learning.

## Inspection activities

- The inspector observed the childminder and children playing indoors and during daily routines, and spoke with both at appropriate times throughout the inspection.
- The inspector discussed with the childminder how she supports children's care and learning, and how she works with parents and other settings that children attend.
- The inspector sampled the paperwork the childminder uses in her business to support children's health, safety and development.
- The inspector took account of the views of parents spoken to during the inspection and from their written comments.
- The inspector assessed the safety and suitability of resources and areas of the home and garden used by the children.

## Inspector

Rachel Edwards

## Inspection findings

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

Children thoroughly enjoy their time with the childminder because she provides learning experiences that she centres firmly on their interests. The childminder organises play resources so that children can easily find and reach what they need. Children enjoy the childminder's involvement in their play. She enhances their learning significantly by skilfully questioning or suggesting additional resources. She holds lovely conversations with the children as they chat together about what they are doing. The childminder models thinking creatively, such as when she asks, 'I wonder how we can do this? It's tricky'. Children concentrate extremely well and persevere with difficult tasks as they explore different ways of doing things, such as making a long worm from stiff modelling clay. Children practise counting and using mathematical ideas in practical ways. They become familiar with large numbers by using a tape to measure how far they can leap. They work out how many biscuits to decorate so that everyone can have two.

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

The childminder is highly sensitive to children's needs and emotions. She talks to parents so is aware of external factors, such as family illness or starting school, so children have extra attention at stressful times. One parent commented, 'She gives them masses of individual attention and I think this helps enormously'. The childminder supports children very skilfully in gaining excellent social skills. She has high expectations for children and gently reinforces consistent boundaries so they learn how to behave well. She works closely with parents so they have a unified approach to tackling challenging behaviour. The childminder broadens children's experiences and helps them learn about the wider world. They visit groups, shops and the library in the local community and become extremely confident with other children and adults.

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

The childminder keeps a careful check on what she provides and on children's progress to ensure she supports all areas of their development. She involves parents by keeping them well informed of their children's progress and knowing what children are achieving at home. The childminder follows excellent practice to keep children safe and healthy. She attends training to update her knowledge and understanding. Recent safeguarding and health and safety training has helped her keep up to date. She has addressed previous recommendations well overall, although she has not forged strong links with all other settings children attend. Nevertheless, the childminder has maintained her high standards.

## Setting details

<b>Unique reference number</b>	161655
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	842078
<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>	9
<b>Name of provider</b>	
<b>Date of previous inspection</b>	14 October 2009
<b>Telephone number</b>	

The childminder started minding 1978 and registered with Ofsted in 2001. She lives in a house in Malmesbury, Wiltshire.

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