

Childminder Report

Inspection date

5 October 2015

Previous inspection date

17 July 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Teaching is strong. The childminder knows the children's individual interests and reflects these in the resources and activities she plans. Consequently, children are curious, self-motivated and make good progress in their learning.
- Children's behaviour is good. The childminder supports children in learning to manage their own emotions and consider the feelings of others.
- The childminder observes children's learning and uses assessment to plan suitably challenging activities. She is effective in identifying gaps in children's learning and in making plans to close these gaps rapidly.
- The childminder evaluates her practice to identify areas of strength and improvement. She uses training in areas such as language development, as well as discussions about good practice with other childminders, to extend her skills and knowledge.

It is not yet outstanding because:

- The childminder has built up friendly and positive relationships with parents. However, they are not fully encouraged to share information about their children's ongoing learning and development.
- The childminder does not organise all of her resources in a way that encourages children to explore the full range of toys on offer. This sometimes restricts children's ability to make independent choices about their play.

What the setting needs to do to improve further

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

- strengthen opportunities for parents to contribute to their children's assessment, to gain an even more precise picture of children's abilities and to promote a shared approach to teaching and care
- organise resources more effectively to ensure all children are able to make independent choices about their play.

Inspection activities

- The inspector observed teaching during play and activities, and the impact this had on children's learning.
- The inspector looked at the childminder's self-evaluation and a range of policies and procedures. She checked evidence of the childminder's qualifications.
- The inspector spoke to the childminder and children at appropriate times during the inspection. She took account of the views of parents provided by the childminder.
- The inspector talked to the childminder about how she monitors children's progress and plans learning activities.

Inspector

Gina Chamberlain

Inspection findings

Effectiveness of the leadership and management is good

The childminder has a good knowledge of requirements. Safeguarding is effective. This is because the childminder has a very good knowledge and understanding of the procedures to follow should she have concern about a child in her care. She implements effective systems to monitor and assess children's learning and development, and ensures she provides an environment that is safe and secure for all children. The childminder makes time to talk with parents each day and share information about their progress. However, arrangements to gain information from parents about their children's learning are not always fully effective. The childminder understands the importance of developing good relationships with other childcare settings, to further improve outcomes for all children.

Quality of teaching, learning and assessment is good

The childminder knows how different children learn. She plans activities and experiences that capture children's individual interests and support their learning in all areas. The childminder nurtures children's enjoyment of reading and brings stories to life with the use of puppets and toys. Teaching is effective because the childminder makes good use of play opportunities to introduce counting and to promote children's language development. She provides good opportunities for children to explore songs and rhymes and to develop their social skills, for example, by attending regular toddler and childminding groups.

Personal development, behaviour and welfare are good

Children form strong bonds with the childminder, who consistently celebrates their efforts and achievements. They understand rules and boundaries in the childminder's home and are starting to understand about keeping themselves safe. The childminder works with parents to identify and meet children's individual care routines; this helps children to settle quickly. Children develop an awareness of leading a healthy lifestyle. For example, the childminder ensures children have regular opportunities to engage in physical play and offers them a healthy range of food at mealtimes. The childminder promotes children's awareness of similarities and differences within the wider community, which helps them to understand and respect differences in people.

Outcomes for children are good

Children make good progress in their learning from their starting points. They develop confidence in their abilities as they learn through play and begin to socialise in larger groups. As a result, children develop the skills needed for the next stage in their learning and for school.

Setting details

Unique reference number	EY424645
Local authority	Wiltshire
Inspection number	1016652
Type of provision	Childminder
Day care type	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	3
Name of provider	
Date of previous inspection	17 July 2012
Telephone number	

The childminder registered in 2011. She lives in the Corsham area of Wiltshire. The childminder works from Monday to Friday, all year round, except for family holidays. She holds an appropriate early years qualification at level 3.

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