

Childminder Report

Inspection date	12 October 2015
Previous inspection date	8 November 2011

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

- The childminder actively seeks opportunities to extend her professional development and she successfully applies what she has learnt.
- The childminder regularly shares information with parents about children's learning. Children thoroughly enjoy their learning and close relationships with the childminder.
- The childminder implements a range of policies and procedures to help keep children safe. She has a thorough understanding of requirements.
- The quality of teaching is good and sometimes outstanding. The childminder is enthusiastic and interested and this motivates the children to learn. Her broad range of resources and engaging activities promotes learning for all ages.
- The childminder encourages independence and problem solving through questioning; this develops children's confidence and communication skills, which prepares them well for starting school.
- Observation and assessment procedures help the childminder to monitor children's progress accurately and extend learning.

It is not yet outstanding because:

- Although the childminder's process of self-evaluation is generally successful, she does not involve parents and children fully in the review of her provision.
- The childminder does not fully develop children's understanding of similarities, differences and changes in the outside environment.

What the setting needs to do to improve further

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

- enhance the process of self-evaluation by taking into account the views of children and parents
- increase opportunities for children to explore similarities and differences in the outside environment.

Inspection activities

- The inspector carried out a joint observation with the childminder.
- The inspector observed the childminder's interactions with children during play activities indoors and outside.
- The inspector looked at and discussed children's learning files, planning documentation and a sample of other documentation, including policies and procedures.
- The inspector spoke to the childminder and children at appropriate times during the inspection.

Inspector

Helen Millard

Inspection findings

Effectiveness of the leadership and management is good

The childminder ensures parents are aware of her responsibilities as she shares policies and procedures with them when their children start. She has effective risk assessments in place to keep children safe, and safeguarding is effective. The childminder has strengthened links with other settings to ensure consistency of care. Close contact with other childminders helps her to review and evaluate her own setting. The childminder has a good knowledge of how children learn and she actively involves parents in their children's learning, sharing progress made.

Quality of teaching, learning and assessment is good

The childminder uses effective observations and assessments to plan for children's learning and development. She monitors children's progress regularly to ensure they make good progress and to fill any gaps in learning. The childminder engages the children in a wide range of exciting activities based on their needs and interests. For example, children explored texture and shape and developed creative skills when they designed and made clay models. This activity developed mathematical understanding through a discussion about numbers, shape and size. The childminder develops children's communication skills and decision making through careful questioning. She teaches children new words and encourages talking; this helps children to make good progress in their communication. Her enthusiasm and encouragement motivate children to enjoy learning and give them confidence to follow their own ideas. The childminder encourages children to reflect and experiment, developing key skills for future learning.

Personal development, behaviour and welfare are good

The childminder is a good role model. She teaches children to be kind and thoughtful to others. This helps them to develop an understanding of diversity. Children and parents feel very welcome and the children enjoy helping with tasks, which develops their independence. Children receive lots of praise and encouragement from the childminder, and therefore they behave well. The childminder talks to the children about reasons for healthy practices; consequently children understand that they need to wash their hands after playing with clay. The childminder prepares healthy snacks and talks about healthy food with the children, so they understand about making healthy choices. The childminder uses the outside area and local play parks effectively to develop physical and coordination skills.

Outcomes for children are good

Children make good progress in learning from their starting points. The childminder ensures older children develop early writing and mathematical skills. This prepares children effectively for the move to school or pre-school.

Setting details

Unique reference number	161065
Local authority	Swindon
Inspection number	842066
Type of provision	Childminder
Day care type	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	8 November 2011
Telephone number	

The childminder registered in 1998. She lives in the Abbey Meads area of north Swindon. The childminder offers care Monday to Friday from 7.30am until 6pm. The childminder receives funding for free early education for children aged two and three years.

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