

Childminder Report

Inspection date

25 November 2015

Previous inspection date

14 December 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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 provides children with a range of interesting activities that motivate them to learn. Children have access to a good range of resources and enjoy taking part in imaginative play. They make good progress from their initial starting points.
- The childminder is an effective role model and has very high expectations of children's behaviour. Children learn to share, take turns and develop good manners. Children behave exceptionally well.
- The childminder shares details about children's progress with parents and they provide information about what children do at home. Parents speak very highly of the childminder and value the care and learning experiences she provides for their children.
- The childminder evaluates the service she provides and values the views of parents and other professionals. She has implemented the recommendations from the last inspection and has clear plans to improve the quality of the service she provides.

It is not yet outstanding because:

- Children do not always have enough opportunities to extend their thinking skills and ideas during their play and activities.
- Children do not always have enough opportunities to carry out tasks for themselves.

What the setting needs to do to improve further

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

- give children more time to talk about their ideas and what they are doing during play
- enhance further opportunities for children to carry out more tasks for themselves.

Inspection activities

- The inspector observed activities and the quality of teaching in the downstairs play area and outdoors.
- The inspector sampled a range of documents, including children's information and learning records, safeguarding procedures, qualifications and training certificates, self-evaluation, attendance registers and a selection of policies and procedures.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector took into account the views of parents and older children from written feedback provided on the day.

Inspector

Julie Swann

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has attended training and understands the procedures to follow if she had any concerns regarding a child's welfare. In addition, the childminder completes regular risk assessments for the setting and outings. The childminder carefully monitors and tracks children's progress. She uses this information well and identifies and quickly closes any gaps in children's development. The qualified childminder is committed to providing children with good quality care and learning experiences. For example, she improves her knowledge by accessing regular training and shares ideas to support children's outcomes with other childminders. The childminder has established links with additional agencies and schools to promote continuity of children's care and learning.

Quality of teaching, learning and assessment is good

The childminder records her observations of children during activities and plans for their individual next steps in learning. The childminder promotes children's communication and language skills well. For example, she introduces children to new vocabulary such as 'stirring', 'sticky' and 'slimy' as they bake. The childminder interacts well with children and joins in with their imaginary play. For example, they invite her to join their tea party, make her cups of 'tea' and anticipate what they are going to have in their sandwiches. The childminder helps to develop children's good literacy skills. For example, she supports children to put letters in the correct order when they write their name. Children demonstrate a love of books. For instance, they access them independently and eagerly snuggle up with the childminder to listen to stories.

Personal development, behaviour and welfare are good

The childminder promotes children's emotional well-being and self-esteem. For example, children develop strong attachments with her and positive relationships are forged from the start. The childminder teaches children good personal hygiene routines that help to maintain their good health. For instance, children wash their hands before and after eating and are provided with a healthy range of snacks. Children have good opportunities to develop their physical skills and learn about the community in which they live. For example, the childminder regularly takes children to places of interest in the local area where she teaches them about the wider community, and children celebrate each other's differences and similarities.

Outcomes for children are good

Children make good progress and are well prepared for the next stage of their learning. They gain key skills for future learning and school. Children develop good mathematical skills. For example, they problem-solve as they explore and confidently count and chat to each other about shape and size.

Setting details

Unique reference number	161802
Local authority	Wiltshire
Inspection number	826099
Type of provision	Childminder
Day care type	Childminder
Age range of children	0 - 5
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	14 December 2009
Telephone number	

The childminder registered in 1993 and lives in Chippenham, Wiltshire. The childminder operates all year round from 8am to 5.30pm, Monday to Thursday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 4. The childminder provides funded early education for children aged two, three and four years.

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