

# Childminder Report

**Inspection date**

14 April 2016

Previous inspection date

18 March 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 supports children well during their self-chosen play. They make good progress in their development, particularly in their communication and language skills.
- Children behave well. They learn to share, take turns and play cooperatively with others. They acquire good social skills for their future learning.
- Children develop good levels of independence. They take their shoes and coats off, put on their wet suits and boots, and spread their own butter on their toast.
- The childminder reflects on her practice to identify areas where she can make improvements. For example, she has introduced a toy that children take home during the school holidays to record their experiences, so she can keep up to date with their changing developmental progress.
- The childminder has formed exceptionally strong partnerships with parents. She shares information with them daily about their children's progress and finds out about children's achievements at home. This means they all work together to promote children's learning and development.

### It is not yet outstanding because:

- At times, some children do not become fully involved during planned group activities, so they are not challenged in their learning.
- The childminder does not reinforce children's understanding of the world during some activities.

## What the setting needs to do to improve further

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

- review how group activities are planned and organised so that all children are fully engaged and challenged in their learning
- increase opportunities to reinforce children's understanding of the world.

### Inspection activities

- The inspector observed the childminder's interaction with the children, indoors and outdoors.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector sampled a range of documentation, including children's learning diaries, some policies and procedures, and mandatory training certificates.
- The inspector discussed and evaluated an activity with the childminder.

### Inspector

Charlotte Jenkin

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has kept up to date with new government legislation regarding the safeguarding of children. She has a sound knowledge of child protection issues and the procedures to follow in the event of concerns about a child's welfare. The childminder attends regular training and this has had a positive impact on children's learning. For example, a national training programme has helped her to support children's communication and language development further. The childminder monitors children's progress carefully and makes regular summaries of their progress. This enables her to identify quickly if there are any gaps in children's development and seek appropriate intervention where necessary. The childminder helps to prepare children for their move to school. For example, she checks what system the school uses for handwriting to help promote consistency for children's literacy development.

### Quality of teaching, learning and assessment is good

Children make choices in their play. The childminder supports them well during the activities they choose and knows what they need to learn next. She encourages children's language development well, for example, she repeats words back to young children and adds another word to extend their vocabulary. She asks them useful questions to encourage their thinking, such as where they think the water in the tray outside has come from. Children have regular opportunities to learn about their local community. For example, they visit the library, soft play centres and local 'stay and play' sessions.

### Personal development, behaviour and welfare are good

Children form secure attachments with the childminder. They approach her confidently, for example, asking her for additional toys to play with, and seek her out when upset. Children develop a good understanding of how to keep themselves and others safe. They confidently state that they cannot play with the marble run when younger children are present. The childminder boosts children's good levels of self-esteem well. They are proud of their achievements, shouting, 'I did it', when using scissors successfully, and the childminder tells them that is, 'fantastic!' Children develop a positive attitude towards fresh air and exercise. They are keen to play outside in all weathers and have plenty of opportunities to develop their physical skills.

### Outcomes for children are good

Children are confident and articulate communicators. They develop good levels of concentration and persevere as they learn new skills; for example, children spent long periods practising using scissors to cut holes in the growbag to plant their tomatoes. Older children develop good literacy skills, for example, they recognise the letters in their name. Children are well prepared for their next stage in learning, including school.

## Setting details

<b>Unique reference number</b>	161832
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	826102
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	1 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Name of provider</b>	
<b>Date of previous inspection</b>	18 March 2010
<b>Telephone number</b>	

The childminder registered in 1992. She lives in the town of Corsham, between Chippenham and Bath. The childminder cares for children on weekdays from 7.30am to 6pm, term time only. She also offers care before and after school.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

