

# Childminder Report

**Inspection date**

10 May 2016

Previous inspection date

21 January 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	3
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 plans a wide range of stimulating experiences and activities. Children approach their play with confidence and enthusiasm and make good progress from their initial starting points.
- The childminder is a good role model for children to follow. She is consistent in her expectations of children's behaviour. Children show kindness and consideration towards each other and learn the importance of sharing.
- The childminder works closely with parents. She exchanges regular information about children's learning and how this could be supported at home. Parents are very complimentary about the childminder and the care and teaching that she provides.
- The childminder has successfully addressed all areas for development identified at the previous inspection. She evaluates her setting regularly and identifies her strengths and the aspects she wishes to improve, to help maintain children's good outcomes.

### It is not yet outstanding because:

- The childminder overlooks opportunities for children to further develop their early mathematical skills and mathematical language.
- The childminder's programme of professional development is not precisely targeted to help her continually improve and update her existing knowledge and teaching skills.

## What the setting needs to do to improve further

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

- provide children with more opportunities during their play and activities to develop their early mathematical skills and mathematical language
- extend the programme of professional development to target opportunities aimed at raising the quality of teaching even further.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector held discussions with the childminder and spoke with children at appropriate times throughout the inspection.
- The inspector sampled a range of documentation, including attendance records, suitability checks, the self-assessment information, children's observation, assessment and planning records, and documentation linked to managing children's progress.
- The inspector took into account the views of parents from written feedback letters provided on the day of the inspection.

### Inspector

Julie Swann

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder is confident in the procedure she would follow if she had any concerns about a child's welfare. The childminder places the utmost importance on children's safety. For example, she carries out regular checks of the areas used by children and reminds them to walk indoors and not to balance on their chairs. The childminder effectively monitors and tracks children's progress. This helps her to identify and address any gaps in their learning quickly. The childminder meets with other childminders to share ideas and good practice. She has a clear plan to support children when they are preparing to start school and has established links with the local school to help ensure continuity in care.

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

The childminder undertakes observations and assessments of children's achievements. She uses this information to help her identify and plan for the next steps in their learning. The childminder supports children's communication and language skills well. For example, she uses lots of repetition of words, talks to the children about what they are doing and models new words, such as 'squidgy' and 'smooth'. The childminder supports children's imagination skills and creativity as they play. For example, children make butterflies and caterpillars and discuss how the worms they have made will live in the garden. Children develop curiosity and interest in books. For example, the childminder reads familiar stories to them and children become excited as they predict the events of the story.

### Personal development, behaviour and welfare are good

The childminder promotes children's emotional well-being and sense of belonging well. Children enjoy a warm and secure relationship with her. Resources are organised extremely well and children explore and make independent choices during their play. Children's health and self-care skills are promoted effectively. For example, they are encouraged to follow good hygiene practices, such as washing their hands. Children gain a good knowledge and understanding of diversity as they celebrate different cultures and festivals. They have many opportunities to develop their physical skills and benefit from daily fresh air as they walk into their local environment to visit places of interest or enjoy outdoor play.

### Outcomes for children are good

Children develop key skills for the next stage in their learning, such as the move onto school. They are very confident and sociable and enjoy the childminder's enthusiasm during their play. For example, children giggle as they all dance along to favourite music. Children demonstrate their growing literacy skills. They recognise and begin to write their own names and the names of their friends.

## Setting details

<b>Unique reference number</b>	161712
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	1048761
<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 - 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	21 January 2015
<b>Telephone number</b>	

The childminder registered in 1990 and lives in Cricklade, Wiltshire. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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

