

Childminder Report

Inspection date	10 May 2016
Previous inspection date	6 February 2014

The quality and standards of the early years provision	This inspection:	Good	2
	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 has made significant improvements to the service that she provides since the last inspection. For example, she has effective procedures in place to safeguard children and promote their welfare, including safety on outings.
- Children behave well and form strong emotional attachments to the childminder. She has a caring approach and praises children's efforts and good behaviour. Children settle quickly, are secure, happy, and thrive in her care.
- The childminder interacts well with children, encouraging them to learn and setting appropriate challenges. Children make good progress in their learning.
- The childminder has a secure understanding of her role and reflects on the quality of her provision well. She is dedicated to continually developing her knowledge with training and research, to help her make improvements for children. For example, she has significantly improved the way that she plans activities and resources for children.

It is not yet outstanding because:

- The childminder does not provide an extensive range of play opportunities to extend children's independent imaginative play and creativity.
- The childminder misses opportunities to encourage younger children to make choices in their play.

What the setting needs to do to improve further

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

- provide more opportunities to encourage children's independent creativity and imaginative play
- enable younger children to make more choices and extend their learning through independent play.

Inspection activities

- The inspector observed activities and interactions between the childminder and the children.
- The inspector looked at children's information, attendance, and development records.
- The inspector had ongoing discussions with the childminder at appropriate times during the inspection.
- The inspector discussed the childminder's evaluation, assessment and planning methods, and her range of policies and procedures, including risk assessments.
- The inspector checked evidence of suitability checks and qualifications of the childminder.

Inspector

Jan Harvey

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder knows how to recognise when children are at risk and what to do to protect them. She implements a good range of policies and procedures to promote children's health and safety. For example, she assesses risks to identify and reduce all possible hazards in her home and on outings. The childminder monitors children's progress effectively and evaluates her teaching practice well. She checks the educational programmes and ensures that she provides a variety of activities so children learn and develop across all areas of learning. She shares the next steps in children's development regularly with their parents and carers so they can continue to help extend their learning at home.

Quality of teaching, learning and assessment is good

Children are confident and motivated to learn. The childminder has high expectations of children's abilities. Children develop good communication and language skills. For example, the childminder talks to the children about what they are doing throughout their play activities and routines. Children see numbers and words around the environment, using counting as part of daily routines and during games. The childminder helps children to persevere with learning new skills, such as successfully connecting the train track together. Older children develop good concentration skills and build on their mathematical knowledge through activities such as card and board games. The childminder plans activities based on favourite books, which helps to support children's early reading skills.

Personal development, behaviour and welfare are good

Children have good relationships with the affectionate childminder. She acknowledges children's achievements with praise and encouragement. Children communicate their needs confidently and follow instructions well. The childminder ensures that children are safe, for example, ensuring her dog is not left alone with them. She follows regular routines to promote good hygiene. The childminder teaches children about the wider world, for example, during visits to local parks and groups. She encourages children to build on their physical skills and develop good levels of confidence. Children become familiar with the local school, as they go with the childminder to collect older children. They understand what to expect and are emotionally prepared for their move to school.

Outcomes for children are good

Children are motivated and excited to take part in activities and conversations. Older children are independent, putting on their coats and shoes when going outside, for example. They choose books to read with sound buttons and can operate them successfully. Children learn to count and recognise the letters in their name.

Setting details

Unique reference number	506047
Local authority	Swindon
Inspection number	1048774
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	3 - 8
Total number of places	6
Number of children on roll	10
Name of provider	
Date of previous inspection	6 February 2014
Telephone number	

The childminder registered in 1997. She lives in the Middleleaze area of Swindon, Wiltshire. The childminder offers care each weekday from 7.30am to 6pm, all year round. She holds a relevant childcare qualification at level 3.

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