

Childminder Report

Inspection date

18 May 2016

Previous inspection date

21 January 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 encourages children to be active and independent learners. She is ambitious for children to achieve well, and motivates them during their play and activities. Children make good progress from their initial starting points.
- The childminder is a good role model to children. She teaches children of all ages to play alongside each other and to understand her consistent expectations. Children learn to share and take turns, and are tolerant and kind to each other.
- The childminder has established strong partnerships with parents. She provides them with detailed information on their children's care and learning, and about how to support their learning at home. Parents comment that they value the care and learning that their children receive.
- The childminder regularly evaluates her service and has met all previous recommendations raised at the last inspection, which has helped her maintain good standards. She identifies the positive impact on children's learning and where improvements need to be made to improve children's outcomes.

It is not yet outstanding because:

- Occasionally, children are not given time to think and respond to the childminder's enthusiastic questioning.
- The childminder's professional development is not precisely targeted on raising the quality of teaching to the highest standard.

What the setting needs to do to improve further

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

- enhance questioning skills to promote children's learning during play as effectively as possible
- make sure that opportunities for professional development are taken to help raise the quality of teaching to the highest levels.

Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector viewed a range of documentation, including policies and procedures, observation, assessment, planning and tracking records, children's records, attendance records and qualifications.
- The inspector spoke with children at appropriate times through the inspection.
- The inspector took into account parents' written views.
- The inspector spoke with the childminder and they jointly evaluated activities.

Inspector

Julie Swann

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder is confident in her knowledge of the procedures to follow in the event of having any concerns about the welfare of a child. Furthermore, the childminder teaches children to manage their own safety, and supervises them well as they play and explore. The experienced childminder uses her secure knowledge of how children learn to deliver good-quality learning experiences. For example, she monitors and tracks children's overall progress carefully, and quickly puts interventions in place if any gaps in learning are identified. The childminder regularly meets with other childminders, such as to share ideas that help support good practice and children's outcomes. She has developed positive relationships with local early years providers to help support continuity in children's care and learning.

Quality of teaching, learning and assessment is good

The childminder regularly observes and assesses children, and identifies the next stages in their development. She then plans good opportunities for children to learn new skills. Overall, the childminder promotes children's communication and language skills effectively. For example, children learn new words, including 'dinosaur' and 'fossil', and link words to actions when the childminder talks with them about what they are all doing. The childminder offers children plenty of useful opportunities to develop their early literacy skills. For example, children listen to favourite stories, try their early writing skills and proudly place stickers in their special books. Children relish their time with the childminder. For example, they invite her to play with them, pass her their 'babies' to look after and pretend to make her cups of tea.

Personal development, behaviour and welfare are good

The childminder supports children's social and emotional development well, and children demonstrate that they are very happy and settled in her home. Children develop a good understanding of healthy lifestyles. For example, they enjoy a wide range of healthy snacks and follow good hygiene routines, which they learn to do independently. Children benefit from regular fresh air. For example, they have outdoor exercise and take daily trips in their local environment. Children have many opportunities to learn to respect and value people's differences in ways that are meaningful for their ages.

Outcomes for children are good

Children develop the key skills that they need for the next stage in their learning and their eventual move to school. Children have very good social skills, are eager to learn and confidently make choices. Older children's mathematical skills develop well. For example, they count and compare the towers they have made, and then calculate how many they will have when one more is added.

Setting details

Unique reference number	161614
Local authority	Wiltshire
Inspection number	1032166
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 3
Total number of places	6
Number of children on roll	3
Name of registered person	
Date of previous inspection	21 January 2011
Telephone number	

The childminder registered in 1999 and lives in Lyneham, Wiltshire. She operates her service all year round from 6.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays.

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