

# Childminder Report

**Inspection date**

23 May 2016

Previous inspection date

5 September 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Satisfactory	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 high expectations for children in her care. She provides children with a stimulating and challenging environment in which to develop and learn. Children make good progress from their initial starting points.
- The childminder is a good role model for children to follow. She teaches children to follow instructions and is consistent in her expectations of children's behaviour. Children are kind and take turns. They develop positive attitudes and respect for others.
- The childminder has established good partnerships with parents. She regularly exchanges learning and development information with them and gives them ideas about how this can be supported at home. Parents comment that they value the care and learning that their children receive.
- The childminder has made good improvements since the previous inspection. She has addressed all recommendations to help improve children's outcomes, and she evaluates her service effectively, considering what she does well and what she would like to continue to develop.

### It is not yet outstanding because:

- On occasions, the childminder does not give children time to think about how to respond to the questions they are asked.
- The childminder does not always encourage children to carry out some small tasks for themselves to strengthen their independence skills.

## 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 think and consider their answers to questions asked during their play, to strengthen further their communication and language skills
- increase opportunities for children to be independent through encouraging them to try some small tasks for themselves.

### Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning.
- 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 carers from written feedback.

### Inspector

Julie Swann

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has a secure understanding of the procedures to follow if she has any concerns regarding a child's welfare. She completes assessments to help ensure her environment is safe. The childminder has a good understanding of how to support children's development. For example, she regularly monitors and tracks children's progress and puts interventions in place for any identified gaps in learning. The childminder is qualified and experienced. She is dedicated to the continual improvement of children's good outcomes. For example, she attends training opportunities to help to develop her teaching and she meets with other childminders to share ideas and good practice. The childminder works well with other settings children attend to provide consistent support for their care and learning.

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

The childminder uses information from her observations and assessments of children's learning to help plan for the next stage in their development. Overall, the childminder supports children's communication and language development effectively. For example, she initiates conversations and introduces new vocabulary, such as 'derail' and 'cargo'. Children are keen learners who become absorbed in their play. One example of this is when they play doctors and take turns to act out the role of the doctor and the patient. The childminder supports children's early literacy skills well. For example, children access familiar books and name and sound out letters of the alphabet. Children instigate their own games and demonstrate a sense of ownership of their environment. For example, they build dens and laugh and giggle as their friends ask where they have gone.

### Personal development, behaviour and welfare are good

The childminder supports children's well-being and sense of belonging well. For example, children settle quickly and develop secure attachments with her as she praises their efforts and achievements. Children benefit from opportunities to learn about healthy lifestyles. For example, they eat and discuss a range of nutritious food, such as fruits for snacks. The childminder ensures that children benefit from daily fresh air and exercise. Children take part in a range of experiences and opportunities which help them to learn about similarities and differences between themselves, others and the wider world.

### Outcomes for children are good

Children develop the skills they need for their next stage of their learning and in readiness for school. They have good social skills and are confident as they play and learn. Children develop good mathematical skills. For example, they sort, match, count and compare sizes as they build towers and learn to solve puzzles.

## Setting details

<b>Unique reference number</b>	EY368118
<b>Local authority</b>	Swindon
<b>Inspection number</b>	1049026
<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 - 2
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	5 September 2013
<b>Telephone number</b>	

The childminder registered in 2008 and lives in Highworth, Wiltshire. She operates all year round from 6.30am to 6pm on Monday to Wednesday and from 6.30am to 4pm on Thursday and Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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