

Childminder Report

Inspection date

8 November 2016

Previous inspection date

20 May 2016

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 provides an interesting learning environment, which helps stimulate children's curiosity and motivates them to learn. All children make good progress from their initial starting points.
- The childminder is a good role model. Children are very happy and confident, and show a clear awareness of established safety routines. The childminder teaches children to be kind and share, and understand the expectations for behaviour in the setting.
- Partnerships with parents are good. Children's accomplishments and current interests are shared with them, and how this could be extended at home. Parents are very complimentary about the childminder. They comment that she has had a positive effect on their children's development.
- The childminder has made significant progress since her previous inspection. She has worked in partnership with her local authority development worker to raise the quality of her setting to a good level. She regularly evaluates and reviews her teaching skills and children's outcomes.

It is not yet outstanding because:

- The childminder misses some opportunities to extend children's early interests in mark making and early writing to the highest possible level.
- The childminder does not always share the assessments she makes of children's learning with other settings they attend, to support an integrated approach to learning.

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 for children to develop their mark-making and early writing skills to the highest levels
- share information about children's progress and achievements with other settings that they attend, in order to establish a more collaborative approach to learning.

Inspection activities

- The inspector observed the quality of teaching both indoors and outdoors, and assessed 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 from written feedback.

Inspector

Julie Swann

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder continuously updates her safeguarding knowledge. She understands the procedures to follow should she have any concerns about a child in her care. The childminder has high expectations for what all children can achieve. For example, she regularly monitors and tracks children's progress, to swiftly identify and close any gaps in their learning. The childminder regularly reflects on the quality of her teaching. For example, she evaluates the activities she provides and identifies improvements based around children's interests and learning styles. The childminder is experienced and keen to further her professional skills. For example, she recognises the positive impact that training on the learning and development requirements has had on children's outcomes.

Quality of teaching, learning and assessment is good

The childminder observes and assesses children while they play. She uses the information gained to plan for and identify individual next steps in their learning. The childminder supports children's communication and language skills very well. For example, she models language and introduces new vocabulary such as 'watering' and 'bloom'. The childminder chooses timely moments to step in and support children as they play. For example, she demonstrates how electronic cause-and-effect toys work and provides encouragement for children to have a go. Children are imaginative in their play. For example, they are interested in playing 'mummies' with their dolls and pretend to feed and care for them. Children have access to a variety of books throughout the session.

Personal development, behaviour and welfare are good

Children's emotional well-being and confidence is supported well through the trusting and warm relationship they have established with the childminder. She is attentive towards their needs and ensures they are comfortable with her. Children enjoy a healthy lifestyle. For example, they wash their hands regularly, enjoy nutritious snacks and discuss healthy food. Children are independent and take on a number of small tasks. They tidy up toys and get their coats and hats for their daily outdoor play. Children learn about similarities and differences in the wider world such as the different languages people speak.

Outcomes for children are good

All children gain the key skills needed to move on to the next stage of their learning or school. Children are eager to learn, sociable and confident. They engage in mathematical learning in an enjoyable way. For example, children make good attempts at counting, sorting and matching shapes and objects. Children delight in taking part in many creative experiences. For example, they make a musical shaker and giggle when they discover that they can produce a range of different sounds.

Setting details

Unique reference number	161863
Local authority	Wiltshire
Inspection number	1057570
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 5
Total number of places	6
Number of children on roll	6
Name of registered person	
Date of previous inspection	20 May 2016
Telephone number	

The childminder registered in 1991 and lives in Chippenham, Wiltshire. She operates her service all year round from 8.30am to 5.30pm on Tuesday to Friday, except for 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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at 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.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2016

