

Childminder Report

Inspection date

22 November 2016

Previous inspection date

20 January 2014

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 provides a wide variety of activities which interest the children and which they enjoy. All children make good progress.
- The childminder regularly reflects on her practice and identifies areas for improvement, to ensure positive outcomes for children.
- Children receive consistent support for their care and learning needs. The childminder builds effective partnerships with parents and communicates well with others involved in supporting children, to ensure they share important information.
- The childminder is a good role model. She provides a caring and nurturing environment, where children feel safe and secure. She gives children lots of praise and encouragement, which boosts their self-esteem and confidence successfully.
- Children have easy access to a good range of toys and resources. They make choices about what they want to play with, which helps to build their independence.

It is not yet outstanding because:

- The childminder does not ensure the range of activities provided supports the development of children who prefer to learn outside.
- The childminder does not gather enough information from parents about what their children already know and can do, to help with planning from the outset.

What the setting needs to do to improve further

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

- extend the range of activities provided to better support the development of children who prefer to learn outside
- gather more information from parents about what children already know and can do from the start.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector sampled a range of documentation, including children's records and the childminder's policies.
- The inspector and childminder observed children during activities and completed a follow-up discussion about children's learning and progress.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector took account of parents' written views.

Inspector

Michelle Tuck

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good understanding of child protection issues and knows how to report concerns. The childminder is enthusiastic to improve her practice and develop her provision. She accesses relevant training opportunities to help enhance her teaching. For example, she has used ideas from training to create a cosy book corner in her dining room, which the children access frequently. This has helped the childminder to better support children's learning in literacy, helped engage the children in stories, and helped them to build relationships. The childminder tracks children's progress effectively, identifies any gaps in their development, which she addresses swiftly to help them catch up. The childminder observes children as they play, and uses her accurate assessments to plan their next steps in learning, which she shares with parents.

Quality of teaching, learning and assessment is good

The childminder engages children effectively to learn to share, take turns and develop their language skills. For example, young babies move around to the rhythm of the childminder's voice as she sings their favourite songs. They shake instruments and experiment with the sounds they can make, as they bang them on different surfaces. The childminder supports children's early mathematical language. For example, she counts the animals as the children sort them into groups. The childminder and children enjoy looking at books and reading stories, which supports their learning and develops their vocabulary. For example, they sing a song about a spider and interact well with one another as they pretend to row a boat.

Personal development, behaviour and welfare are good

Children feel welcome and valued in the childminder's home. They form a strong bond with her, which helps them to settle well. Children develop good manners, are respectful towards one another and listen well to the childminder's requests. They learn the importance of following thorough hygiene routines, such as washing their hands before eating. They talk about the foods, which are good for them and develop good independence skills as they help to prepare the fruit for lunchtime.

Outcomes for children are good

Children are confident and independent. They make choices in their play and manage many tasks for themselves. For example, they take off their coats and shoes as they arrive back from pre-school. All children make good progress and develop the skills they need to move onto the next stage in their learning and school. Older children speak clearly and demonstrate a wide vocabulary. Babies love being part of the group and express themselves through physical gestures and verbal expressions.

Setting details

Unique reference number	EY451218
Local authority	Wiltshire
Inspection number	1069168
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 7
Total number of places	5
Number of children on roll	6
Name of registered person	
Date of previous inspection	20 January 2014
Telephone number	

The childminder registered in 2012. She lives in the village of Bratton, near Westbury, Wiltshire. She provides care for children from Monday to Friday, all year round except family holidays, Christmas and bank holidays.

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