

Childminder Report

Inspection date

6 January 2017

Previous inspection date

20 March 2013

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

- Children have strong relationships with the childminder. She meets their individual needs well, and children are happy and secure. The childminder supports children effectively to understand their feelings. For example, they use a mirror to notice and discuss their facial expressions and find matching pictures. Children behave well.
- The childminder gains significant information on children's starting points from parents. She makes good use of her observations to help her support children's next stages of development well. Children make good progress.
- Children have good opportunities to develop a positive awareness of people's differences. They learn to value each other and understand the wider world.
- The childminder provides a stimulating environment. She organises resources effectively so that children can make independent choices and lead their play.
- The childminder has good partnerships with parents. They share important information to be consistent in safeguarding children and supporting their development.

It is not yet outstanding because:

- The childminder sometimes misses opportunities to help young children use numbers and learn about shapes.
- The childminder does not plan effectively for children to explore an extensive range of materials in art and craft activities.

What the setting needs to do to improve further

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

- help young children to use numbers and sizes to develop their mathematical skills further
- extend the experiences for children to explore a wider range of media and materials to develop their creativity further.

Inspection activities

- The inspector observed activities and the quality of teaching indoors.
- The inspector spoke with the childminder and carried out a joint observation.
- The inspector took account of the childminder's self-evaluation and the written feedback left by parents and older children.
- The inspector checked safeguarding information and the safety of the premises.
- The inspector sampled documentation, including policies and procedures, and children's development records.

Inspector

Elaine Douglas

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder carries out good risk assessments to help her support children's safety. She follows her procedures well to keep children safe on outings and considers how she will deal with different emergencies. She knows the signs that children may be at risk of harm and the procedures to follow to protect them. The childminder evaluates her activities well and meets with other childminders to discuss best practice. She seeks parents' and children's feedback. This has led to her reviewing her assessment systems to find even more effective ways of monitoring any gaps in children's development. The childminder keeps up to date with changes to legislation to protect children's welfare. Since her last inspection, she has improved how she shares information with other early years providers to work together consistently.

Quality of teaching, learning and assessment is good

The childminder supports children well to be inquisitive, explore resources and find out what they can do with them. She extends this further, for example, by demonstrating how to work equipment, giving children the time to practise for themselves. The childminder supports young children well in their language and communication skills. For example, she notices what they are interested in and role models words, giving context to the meaning. The childminder encourages children's physical skills and prepares children well for their next stage of learning. She provides good support for children to learn through trial and error, working out different ways to solve problems.

Personal development, behaviour and welfare are good

The childminder provides good support so that children settle quickly. She has a calm, gentle manner. Babies happily go to her for cuddles and reassurance. The childminder helps children to manage their behaviour well. For example, she involves older children to create what they consider to be important rules and ways to treat each other. The childminder helps children to become independent and to develop safe and healthy practices. For example, they each recognise their named beaker, drink plenty of fresh water and enjoy making fruit kebabs with the childminder for their snack. Children regularly practise the emergency evacuation procedures with the childminder and learn to manage age-appropriate risks.

Outcomes for children are good

Children make good progress to develop the skills they need for school. For example, older children use a wide range of books with resources to tell familiar stories and make up their own. Young children vocalise their enjoyment and practise their early language skills. They enjoy sensory experiences and notice the marks they leave in sand. Children become confident, independent learners and have good social skills.

Setting details

Unique reference number	144759
Local authority	Wiltshire
Inspection number	1061494
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 8
Total number of places	6
Number of children on roll	3
Name of registered person	
Date of previous inspection	20 March 2013
Telephone number	

The childminder registered in 2000 and lives in Durrington, Salisbury, Wiltshire. She provides care each weekday, including before and after school, for 48 weeks a year. The childminder holds an early years qualification at level 3. She receives funding to provide free early education for children aged two years.

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