

Childminder Report

Inspection date	16 January 2017
Previous inspection date	25 March 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 tracks children's progress carefully and this helps her identify any weaker areas in their learning. The childminder works well with parents and knows how to seek help from other relevant professionals, if necessary, to ensure that all children make good progress.
- The childminder keeps parents accurately informed of their children's achievements and involves them with their children's learning. For example, she shares information effectively through discussion and contact books, which support good continuity in children's experiences.
- The childminder is a good role model for children. She has clear expectations for children's behaviour. Children learn to be polite and include others in their play. They develop close relationships with the calm and caring childminder.
- The childminder supports children who are learning English as an additional language particularly well. For example, she speaks in children's home languages to support them in their understanding.

It is not yet outstanding because:

- At times, the childminder misses opportunities to support children's developing counting skills as part of their mathematical development.
- The childminder does not consistently support children to learn the sounds of alphabet letters to support their developing literacy skills.

What the setting needs to do to improve further

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

- make better use of opportunities for children to develop their counting skills to support their early mathematical development
- make more effective use of opportunities to support children to link sounds to letters to extend their understanding of literacy even further.

Inspection activities

- The inspector observed children engaged in activities and the childminder's interaction with them.
- The inspector looked at a sample of documents, including children's learning records, risk assessments, the childminder's self-evaluation, and policies and procedures.
- The inspector and the childminder jointly considered the impact of teaching on children's learning.
- The inspector took into account parents' written feedback.

Inspector

June Robinson

Inspection findings

Effectiveness of the leadership and management is good

The childminder pays good attention to improving her service. For example, she has further enhanced opportunities for children's outdoor play since the previous inspection. This has helped her maintain her good standards. The qualified childminder understands the importance of professional development in regard to her teaching. For example, she has used the support of other professionals and childminders to share good practice. Safeguarding is effective. The childminder keeps her knowledge of this area up to date. For example, she has recently undertaken a range of courses relating to child protection. The childminder has a secure knowledge of the local safeguarding procedures to follow should there be a concern about a child's welfare.

Quality of teaching, learning and assessment is good

The childminder has a good understanding of how children learn. She uses accurate observations and assessments to provide well-planned activities that encourage children's learning effectively. She plans enjoyable activities that link well to children's interests, such as potato printing colourful caterpillar pictures. She engages in children's play very effectively to support their learning. The childminder supports children to solve problems independently. For example, children solved the problem of how to balance bricks carefully to build a tall tower. Young children bring their own experiences and knowledge of the world into their imaginative play, such as enthusiastically making pretend meals.

Personal development, behaviour and welfare are good

The childminder develops children's awareness of healthy lifestyles effectively. For example, she helps children to understand that healthy foods will help them grow strong and give them energy to play. Children enjoy having responsibility for small tasks. For example, they take part in helping to tidy away their stools and the table after snack time. Children enjoy regular opportunities to be physically active, such as in the garden and on visits to local parks to extend their physical skills. The childminder helps children to understand about diversity. For example, children hear the childminder speak other languages. This helps them to realise similarities and differences between themselves and other people. Children are secure in their relationships with the caring childminder. For example, children enjoy a cuddle and reassurance when they are feeling upset.

Outcomes for children are good

All children make good progress. They develop skills that prepare them well for their future learning and school. Children develop good social skills; they take turns and learn to play cooperatively with others. They gain good personal independence. Children concentrate and listen attentively to the childminder's explanations, such as during their 'show and tell' sessions.

Setting details

Unique reference number	EY464073
Local authority	Swindon
Inspection number	1069395
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 3
Total number of places	6
Number of children on roll	3
Name of registered person	
Date of previous inspection	25 March 2014
Telephone number	

The childminder registered in 2013. She lives in Swindon. The childminder receives funding for the provision of free early education for children aged two, three and four years. She works all year round, Monday to Friday, apart from family holidays. The childminder holds a relevant early years qualification at level 3.

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