

Childminder Report

Inspection date

24 January 2017

Previous inspection date

10 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 has a good understanding of how children learn. She completes regular observations and assessments, which she uses effectively to plan for their future learning. Children make good progress from their initial starting points.
- The childminder tracks children's progress successfully and this helps her identify any weaker areas in their learning. She knows how to find appropriate support from other professionals, if necessary, to help all children make good progress.
- Children behave well. They share, take turns with toys and play harmoniously together. The childminder is a good role model for children. She offers children praise and encouragement, and they develop good levels of confidence and self-esteem.
- The childminder works in effective partnerships with other settings children attend and shares information to plan for their next steps in learning.
- Children have warm and close relationships with the childminder. She helps children to settle well into her setting and they feel safe and secure.

It is not yet outstanding because:

- The childminder does not seek ongoing information from parents on children's changing interests to support her in planning for their future learning experiences.
- The childminder does not recognise and use some opportunities to extend children's mathematical skills and understanding of mathematical concepts to the highest levels.

What the setting needs to do to improve further

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

- enhance partnerships with parents to gather information about children's changing interests to support with planning for children's learning
- make more consistent use of opportunities to support and extend children's mathematical learning to the highest possible level.

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 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 understands about keeping her professional skills and knowledge up to date. She has used the support of other childminders to engage in professional discussion and share good practice. The childminder plans to attend training to refresh her understanding of child protection further. The arrangements for safeguarding are effective. The childminder remains up to date with changes in safeguarding legislation. She knows the reporting procedure to follow should she have concerns about a child's welfare. The childminder places a high priority on children's safety. For example, she completes safety assessments and takes appropriate steps to reduce all hazards. The childminder pays good attention to improving her service and gathers parents' views to identify and target areas for improvement. She has addressed the areas for improvement identified at her last inspection, to help maintain children's good outcomes.

Quality of teaching, learning and assessment is good

The childminder plans activities and experiences to support children's individual next steps in learning and ensure their continued good progress. For example, she plans activities to help younger children develop their early writing skills linked to their interest in shapes. The childminder engages enthusiastically with children's pretend play, such as helping to build bridges and ramps to extend their car play. Children develop an early understanding of technology. For example, they learn about pressing buttons on their remote-controlled cars to make sounds and understand about direction, such as 'forwards' and 'backwards'.

Personal development, behaviour and welfare are good

Children benefit from regular fresh air and exercise. For example, they enjoy outings to the local park, which help them to become familiar with their local community and give them good opportunities to practise their physical skills. Children develop good social skills; they go out to groups in the local area where they meet other people and learn about differences between themselves and others. Children enjoy being helpful, such as taking part in tidying away their resources when they have finished playing with them. Young children have a good understanding of sharing. For example, they happily share special toys they have brought in from home with their friends.

Outcomes for children are good

Children develop good skills to prepare them for future learning, and in readiness for school. They engage in activities of their choosing for good lengths of time. Children are developing good confidence in their communication skills and listen attentively. They develop good independence in making choices from the activities and experiences on offer, and develop positive attitudes to learning.

Setting details

Unique reference number	EY463743
Local authority	Swindon
Inspection number	1069370
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 5
Total number of places	6
Number of children on roll	5
Name of registered person	
Date of previous inspection	10 March 2014
Telephone number	

The childminder registered in 2013. She lives in the Stratton area of Swindon, Wiltshire. The childminder operates her service all year round on Monday to Friday. She works with her sister who is also a registered childminder. She receives funding for the provision of free early education for children aged two, three and four years.

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