

# Childminder Report

**Inspection date**

21 February 2017

Previous inspection date

26 February 2014

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b>          | <b>2</b> |
|---|-------------------------|----------------------|----------|
|   | 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 has made good progress since his last inspection and has met all of his previous actions. For example, he has accessed training to develop effective systems to help children learn how to manage their behaviour.
- The childminder places a high priority on children's safety. For example, he completes safety assessments and takes appropriate steps to reduce all hazards in his setting and on outings. His effective implementation of up-to-date policies, procedures and risk assessments ensures the safety of children in his care.
- The childminder tracks children's progress successfully and this helps him identify any weaker areas in their learning. He knows how to find appropriate support from other professionals, if necessary, to help 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, he shares information effectively through discussion, daily contact books and gives ideas for activities at home. This supports good continuity in children's experiences.

**It is not yet outstanding because:**

- The childminder does not organise some everyday routines as well as possible to fully support children's developing socialisation skills.
- The childminder does not make the best of opportunities to extend young children's mathematical development further, such as counting.

## What the setting needs to do to improve further

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

- extend opportunities to fully encourage children's social skills
- make the most of opportunities to support children's understanding of mathematics.

### Inspection activities

- The inspector observed children engaged in activities and the childminder's interactions with them.
- The inspector sampled various documents, including children's learning records, the childminder's self-evaluation, and relevant policies and procedures.
- The inspector held discussions with the childminder in relation to observations of the children's play, learning and progress.
- The inspector took into account the written views of parents and parents spoken to during the inspection.
- The inspector accompanied the childminder on a walk into the local community.

### Inspector

June Robinson

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder knows the reporting procedure to follow should he have concerns about a child's welfare. The qualified childminder understands about keeping his professional skills and knowledge up to date. He plans to attend training to refresh his understanding of child protection further. The childminder fully evaluates the service he provides. He involves parents in this process to identify areas he can improve further. The childminder and his co-provider reflect on each other's skills to help identify strengths and weaknesses.

### Quality of teaching, learning and assessment is good

The childminder seeks information from parents on their children's interests and on what their children already know and can do for themselves. He uses this information well to develop starting points for children's learning. The childminder enthusiastically engages in children's play. He supports younger children's communication and language well. For example, he introduces new words into their vocabulary as they play. The childminder develops children's literacy skills effectively. For instance, children enjoy listening to stories and confidently join in with familiar phrases. Children are very observant and notice small details in their environment, such as a spider in the garden. The childminder helps children to show consideration for living things. For example, he encourages children to look closely at the spider but not to touch so they do not hurt it.

### Personal development, behaviour and welfare are good

The childminder helps children to understand about how to keep themselves safe. For example, on walks, the childminder supports younger children effectively to understand the importance of looking for approaching cars. He helps children to decide when it is safe to cross the road. Children benefit from regular fresh air and exercise. For example, they enjoy outings to local parks, which help them to become familiar with their local community and give them good opportunities to practise their physical skills. Children behave well. The childminder helps children to understand the importance of sharing and taking turns with toys in their play. He supports children's self-esteem well, for example, by praising their achievements.

### Outcomes for children are good

Children make good progress from their starting points and gain skills in readiness for school. Children are confident, become independent and enjoy helping with small tasks. Children maintain concentration for good lengths of time on activities that interest them. They are developing good confidence in their communication skills, and they listen attentively. Children show an early interest in literacy. For example, they learn to distinguish between the marks they make using the chalk boards outdoors.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | EY273956  |
| <b>Local authority</b>             | Swindon   |
| <b>Inspection number</b>           | 1082372   |
| <b>Type of provision</b>           | Childminder   |
| <b>Day care type</b>               | Childminder   |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Age range of children</b>       | 2 - 8   |
| <b>Total number of places</b>      | 6   |
| <b>Number of children on roll</b>  | 7   |
| <b>Name of registered person</b>   |   |
| <b>Date of previous inspection</b> | 26 February 2014  |
| <b>Telephone number</b>            |   |

The childminder registered in 2003. He works with his wife, who is also a registered childminder, in Haydon Wick, Swindon, Wiltshire. The co-providers have another house which is available for them to provide childcare from. Currently this property is not used, so was not visited at this inspection. The childminder operates all year round, Monday to Friday. He receives funding for the provision of free early education for children aged two, three and four years. The childminder holds a relevant qualification at level 3.

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