

Childminder Report

Inspection date

17 August 2017

Previous inspection date

29 September 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 plans stimulating and challenging activities that encourage children to explore and be creative. Children have positive dispositions to learning. For example, they are motivated to learn and are keen to experiment with their own ideas.
- Children benefit from the individual attention they receive from the caring and nurturing childminder. They are well settled, happy and confident.
- The childminder has strong relationships with parents. She values and respects parents as partners in their children's learning. For example, she shares activities with parents so they can help their children learn at home.
- The childminder makes the most of opportunities to help children learn about shapes and numbers and develop the skills ready for writing.

It is not yet outstanding because:

- Although the childminder keeps up to date with safeguarding matters, she does not consistently plan a precise programme of professional development to improve the quality of teaching even further.
- At times, the childminder does not evaluate her practice sharply enough, such as to help her identify the main targets that will have the most impact on children's learning.
- Although the children are well behaved, the childminder does not consistently teach children how to manage minor conflicts for themselves.

What the setting needs to do to improve further

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

- enrich the programme of professional development to strengthen current good knowledge and enhance children's future learning, particularly their mathematical development
- improve the rigour of the self-evaluation process to identify targets which focus more clearly on helping children make outstanding progress
- develop successful strategies to help children learn how to manage their own feelings and resolve conflicts.

Inspection activities

- The inspector observed the childminder's interactions with children during activities indoors and in the garden, and looked at the range of resources and equipment available for their use.
- The inspector observed two planned activities and jointly evaluated these with the childminder.
- The inspector spoke to parents during the inspection, read completed questionnaires and took account of the views provided.
- The inspector sampled a range of documentation including records relating to the children, policies and procedures.
- The inspector talked to the childminder and children at appropriate times during the inspection.

Inspector

Johanne Chandler

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder is clear about what she should do if she has any concerns about a child in her care. The childminder monitors the children's progress effectively to identify and address any gaps in learning quickly. She uses this information, along with parental questionnaires, to help her evaluate her practice. The childminder works effectively with other settings to help children make a smooth transition and provide consistency in care and learning.

Quality of teaching, learning and assessment is good

The childminder uses information from parents, including children's starting points, and her observations to plan for children's individual needs and their next steps in learning. For example, she plans a shaving foam activity to help toddlers who are reluctant to take part in messy activities. The childminder enthusiastically joins in play and extends their learning effectively by asking questions, modelling and suggesting new ideas, such as using their fingers to make marks in the paint. The childminder successfully develops children's understanding of the world. For example, she encourages children to talk and wonder about a spider they find in a puzzle box.

Personal development, behaviour and welfare are good

The childminder gives a high priority to children's emotional well-being. Toddlers enjoy cuddles and older children express words of endearment to the childminder. The childminder places a strong emphasis on using the outdoor environment to motivate and engage children in learning. Children have daily opportunities for fresh air and physical exercise. The indoor and outdoor environments are well organised with a range of resources. The childminder encourages children to be independent and they confidently select the resources they want to use. The childminder has clear expectations, is a good role model and praises children. She teaches them how to keep themselves safe. For example, she reminds children that the shaving foam will make the paving slabs slippery.

Outcomes for children are good

Even the youngest children are enthusiastic and confident learners. For example, they concentrate as they try out different ways to make marks using rollers, brushes and their hands on a large roll of paper. Children enjoy playing and learning with each other, developing good speech and social skills. They listen to stories and talk confidently about pictures in books. Children recognise shapes and colours. They make good progress from their starting points and are developing the skills they need ready for their next stage of learning, including school.

Setting details

Unique reference number	EY297327
Local authority	Swindon
Inspection number	1070636
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	4
Name of registered person	
Date of previous inspection	29 September 2014
Telephone number	

The childminder registered in 2004. She operates all year round from 8am to 6pm, Monday to Friday, except for family holidays and bank holidays. The childminder provides funded early years education for children aged two, three and four years.

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