

Childminder Report

Inspection date

28 February 2018

Previous inspection date

25 March 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Met	
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 builds strong relationships with children and they have a secure attachment with her. This helps them feel comfortable to continue exploring even in the presence of people they are unfamiliar with.
- Children are provided with challenging activities based on their interests. For example, the childminder is helping a young child make good progress in their physical development and their concentration skills by providing activities involving something they enjoy. The child is interested in food items and they enjoy an activity cutting plastic fruit with a knife.
- Parents are extremely complimentary about the childminder. In particular, they are happy with how settled their children are and the progress they make in their learning.
- Children behave well and play nicely together. From a very young age, children build friendships, share toys and communicate effectively with each other.

It is not yet outstanding because:

- Although the childminder obtains good information from parents when a child first starts, she does not always use the information gained to inform planning, for children to get off to a strong start.
- The childminder's self-evaluation does not consider whether training and professional development opportunities would help to continue to improve the quality of her teaching.

What the setting needs to do to improve further

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

- use the good information gained from parents to inform planning to progress children's learning as soon as they start
- access professional development to improve practice even further, in order to promote the highest levels of achievement for children.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector spoke with the children and childminder at convenient times during the inspection.
- The inspector sampled various documents, including children's learning records, risk assessments and relevant policies and procedures.
- The inspector and the childminder observed children during activities and completed a follow-up discussion about children's learning and progress.
- The inspector took account of parents' views.

Inspector

Champa Miah

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder is able to identify the different types of abuse as well as the possible signs and symptoms of abuse. She has a good understanding of the procedures to follow if she has concerns about a child in her care, or if an allegation is made against an adult. There are suitable procedures in place for recruiting assistants and ensuring their ongoing suitability. She actively teaches children to value and respect people's differences, particularly by talking to children in her care about each other's cultures. She manages behaviour well by promoting positive behaviour, teaching children to be kind to each other and to follow golden rules. Children learn to follow instructions well. The childminder acts as a good role model for children.

Quality of teaching, learning and assessment is good

The childminder knows the children very well and she uses her knowledge about them to help children make good progress. She carries out careful observations of children and uses this to inform her planning for their next steps in learning. For example, a child who shows an interest in different colours is provided with an activity to sort items of the same colour into the matching colour basket. She extends the child's learning further by asking them to think about other items they may have seen of the same colour. The childminder has a wide variety of resources available which the children can access themselves. Children are able to choose what they would like to play with and they engage happily in play.

Personal development, behaviour and welfare are good

The childminder ensures the environment is welcoming and greets children in a friendly manner. This helps children settle well and ensures they are happy to be at the setting. The childminder helps children build their social skills by taking them to local playgroups and encouraging them to interact with other children while taking part in activities. As a result, very young children start to build friendships and show good levels of confidence. The childminder teaches children about self-care from an early age such as wiping their own mouths after mealtimes. She promotes independence in young children by asking them to fetch their own coats and encouraging them to eat and drink by themselves.

Outcomes for children are good

Children make good progress in their learning, particularly children with English as an additional language. The childminder demonstrates a good understanding of preparing children for school. Children benefit from lots of praise and encouragement from the childminder, and they become confident in their abilities.

Setting details

Unique reference number	405394
Local authority	Swindon
Inspection number	1122019
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	10
Number of children on roll	8
Name of registered person	
Date of previous inspection	25 March 2015
Telephone number	

The childminder registered in 1999. She lives in Highworth near Swindon. The childminder employs an assistant. She cares for children term time only.

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