

# Childminder report

<b>Inspection date</b>	21 August 2018
Previous inspection date	19 August 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of 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

### The provision is good

- The childminder works in effective partnership with other settings children attend and shares information to plan for their next steps in learning. This supports good continuity in children's experiences. Children make good progress in their learning.
- The childminder tracks children's achievements closely to plan for what they need to learn next. She establishes effective partnerships with parents. The childminder encourages parents to share information on children's learning experiences from home and involves them in their children's learning.
- Children behave well. The childminder offers praise and encouragement and children develop good levels of confidence and self-esteem. She supports children to understand about fairness, sharing and taking turns with toys and to play amicably together.
- Children have opportunities to gain valuable social skills to help them with moving on to pre-school and school. For example, they visit local groups in the community where they learn to mix with other children and develop new friendships.

### It is not yet outstanding because:

- At times, the childminder does not give children time to think and express their views before she answers the question for them or asks another question.
- On some occasions, the childminder overdirects children's play and does not offer the best support to enable them to explore activities for themselves.

## What the setting needs to do to improve further

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

- give children sufficient time to process their thoughts to enable them to respond to questions and express their ideas
- make the most of opportunities for children to explore activities for themselves to develop their sense of curiosity as well as possible.

### 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, and policies and procedures.
- The inspector spoke with the childminder and children at convenient times during the inspection, and took into account the views of parents.
- The inspector and childminder jointly considered the impact of teaching on children's learning.

#### Inspector

June Robinson

## Inspection findings

### Effectiveness of leadership and management is good

The childminder pays good attention to improving her service. For example, she has enhanced opportunities for children to practise their early writing skills during their play since the previous inspection. This has helped her maintain her good standards. Safeguarding is effective. The childminder keeps her knowledge of this area up to date. For instance, she has recently undertaken further training relating to child protection. The childminder has a good understanding of how to recognise when a child is at risk and what to do if she has any concerns. The well-qualified childminder continues to develop and refresh her practice. For example, the childminder has accessed training to improve her understanding of supporting children to develop the skills they need to support them in their move to school.

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

The childminder has a good understanding of how children learn. She completes regular observations of children's achievements to plan stimulating experiences that link well to children's interests and next steps in learning. For example, as children pretend to be teachers, she supports them to develop their early writing skills and mark off their friends' names in a notebook register. The childminder supports children's communication and language well. For instance, she introduces new words into their vocabulary as they read storybooks and explains the meaning of unfamiliar words, such as 'salami'.

### Personal development, behaviour and welfare are good

Children enjoy regular opportunities to be physically active, such as in the garden to extend their physical skills. The childminder develops children's awareness of healthy lifestyles effectively. For example, children learn about the importance of washing their hands thoroughly. Children enjoy being helpful, such as taking part in helping to prepare the table to make sandwiches for their snacks. The childminder supports children very effectively to understand their emotions. For instance, she shares books with children and holds discussions on how the actions of some characters may make others feel.

### Outcomes for children are good

Children make good progress from their starting points and gain skills in readiness for school. They develop good early literacy skills. Children recognise letters that are important to them, such as the initial letters of their names and words they remember from alphabet puzzles. They use mathematical language spontaneously in their play, such as recognising their sandwiches they make for snack are rectangles. Younger children recite numbers in order. Children maintain concentration for good lengths of time on activities that interest them.

## Setting details

<b>Unique reference number</b>	161638
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	10066826
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	2 - 6
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	19 August 2015

The childminder registered in 1996. She lives in Calne, Wiltshire. The childminder works all year round except for bank holidays and family holidays. She holds a relevant early years qualification at level 3. The childminder receives funding for the provision of free early education for children aged two, three and four years.

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