

Childminder report

Inspection date	5 September 2018
Previous inspection date	2 September 2015

The quality and standards of the early years provision	This inspection:	Good	2
	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 tracks children's achievements closely to plan for what they need to learn next. This helps her identify any emerging gaps in children's learning at an early stage. She is effective in accessing prompt support from other professionals, to ensure any gaps in children's learning and development are quickly narrowed.
- The childminder establishes effective partnerships with other settings children attend. She supports children's transition well into new settings and shares information with them effectively to help plan for children's future learning.
- Children have many opportunities to visit local groups and places of interest with the childminder. This helps extend their knowledge and understanding of the diverse lives, cultures and backgrounds of people in the community.
- Children behave well and the childminder is a good role model. Children learn to share, take turns with toys and play harmoniously together. The childminder offers children praise and encouragement, and they develop good levels of confidence and self-esteem.

It is not yet outstanding because:

- At times, the childminder does not give children the time they need to think and express their views before she answers some questions for them.
- On some occasions, the childminder completes tasks for children rather than encouraging them to do things for themselves to support their independence skills 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:

- give children the time they need to process their thoughts, to enable them to respond to questions and express their ideas fully
- extend the opportunities for children to do things for themselves and become more independent.

Inspection activities

- The inspector observed children engaged in activities and the childminder's interactions with them.
- The inspector looked at a sample of documents, including children's learning records, and policies and procedures.
- The inspector spoke with the childminder and children at convenient times during the inspection.
- The inspector and childminder jointly considered the impact of teaching on children's learning.
- The inspector took into account the views of parents.

Inspector

June Robinson

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The qualified childminder keeps her knowledge of this area up to date. For example, she has recently undertaken additional training relating to child protection. The childminder has a secure knowledge of the local safeguarding procedures. Her effective implementation of her up-to-date policies helps to ensure the safety of children in her care. The childminder continually evaluates the service she provides. She involves parents in this process to identify areas she can improve further. For example, she has plans to update her professional skills and knowledge further, to support the learning outcomes for children who have special educational needs and/or disabilities.

Quality of teaching, learning and assessment is good

The childminder keeps parents informed of children's achievements so they can help children's learning further at home. This supports good continuity in children's experiences. The childminder supports children well by providing varied activities and play materials for them to choose. She places a strong focus on children developing good mathematical skills. For instance, the childminder supports children to recognise numerals as they hook numbered plastic ducks in a small paddling pool. She encourages children to use rulers to measure and make comparisons on the length of the carrots they grow in the childminder's garden. The childminder uses children's spontaneous interests well to develop their curiosity. For instance, she encourages children to make discoveries, such as exploring changes as they add sand and water together.

Personal development, behaviour and welfare are good

Children form strong relationships with the welcoming childminder. They are very happy and settled in her home. She works closely with parents to help children to settle well into her setting so they feel safe and secure. For example, she visits children in their home before they start. The childminder teaches children well about the importance of a healthy lifestyle. For example, she offers children a wide variety of fruit for snack and they help cultivate a wide variety of vegetables in the childminders garden. Children enjoy regular opportunities outdoors to be physically active.

Outcomes for children are good

Children make good progress from their starting points and gain skills in readiness for their future learning and school. Children maintain concentration for good lengths of time on activities that interest them. They develop a secure understanding of good hygiene procedures and talk about washing their hands to get rid of germs. Children are articulate communicators. They share with others the detailed descriptions of imaginary characters they develop in their pretend story lines, so others can join in the play.

Setting details

Unique reference number	111707
Local authority	Wiltshire
Inspection number	10066821
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	2 September 2015

The childminder registered in 2001 and lives in Chippenham, Wiltshire. She operates her service term time only from Monday to Friday. The childminder holds a level 3 qualification in early years. She provides funded early education for children aged two, three and four years.

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