

# Childminder report

<b>Inspection date</b>	14 February 2019
Previous inspection date	3 July 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

### This provision is good

- The childminder is caring and calm in her approach. Children have formed close attachments to her and she supports their emotional well-being successfully.
- The childminder provides experiences and outings that enrich and extend children's learning. For instance, she takes children for trips on the bus and to toddler groups where they learn to socialise with other children.
- The childminder has developed effective partnerships with the local school to support children to feel at ease with their transition to school. For example, she takes children on visits and takes photographs of the school to support them to feel confident about where things are in the school.
- The childminder completes ongoing observations and assessments of children's learning. She carefully monitors the progress children are making and uses this information to underpin her planning. Children make good progress.
- The childminder does not make the most effective use of self-evaluation to help identify ongoing improvements and help raise the quality of the provision even further.
- The childminder does not fully support children to help sustain their concentration skills in order to support their learning further.

## What the setting needs to do to improve further

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

- enhance self-evaluation to help shape ongoing plans and raise the quality of the provision to an even higher level
- enhance the opportunities to support children more effectively in order to sustain their concentration during activities.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector took account of the views of parents through written feedback they had provided.
- The inspector viewed the areas of the house and garden the childminder uses.
- The inspector looked at a range of documentation, including evidence of the suitability of persons living in the home, children's learning records and policies.

**Inspector**  
Kelly Sunderland

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder has a sound knowledge of child protection and knows what to do should she have concerns about a child in her care. The childminder uses regular risk assessments effectively, taking appropriate steps to minimise hazards to children in her home and on outings. The childminder completes regular training to enhance her knowledge and skills. For example, recent training has developed her knowledge of how to support children to be prepared fully for their transition on to school. The childminder has developed close partnerships with parents. She shares information with them about their child's progress and they state that they are happy with the care she provides.

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

The childminder has a good understanding of how to promote children's learning and development. She encourages children's early speech effectively. For instance, she uses simple language and extends children's language by repeating words back. The childminder supports children to learn about the world around them well. For example, children learn about the life cycle of chickens and help to collect eggs and care for animals. The childminder promotes children's early mathematical skills well. Children learn to match numbers on their cars to numbered parking spaces on a garage.

### Personal development, behaviour and welfare are good

Children are very happy in the childminder's care and they enjoy learning through their play. The childminder uses flexible settling-in sessions to meet the needs of individual children and their parents. She frequently praises the children for their achievements. This helps to build their confidence and self-esteem. Children have many opportunities to have a go at doing things for themselves in order to develop their independence. For instance, they peel fruit a snack time and help to squeeze paint during a creative activity. The childminder supports children's physical skills well. Children develop their small-muscle skills as they manipulate and thread cereal onto pipe cleaners to make bird feeders.

### Outcomes for children are good

Children have positive attitudes to learning and are well prepared for school. Children express a keen interest in books. They independently turn the pages and identify animals and the sounds they make. Children experiment using pens to make different marks and are beginning to talk about their drawings.

## Setting details

<b>Unique reference number</b>	161859
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	10066827
<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 - 12
<b>Total number of places</b>	6
<b>Number of children on roll</b>	10
<b>Date of previous inspection</b>	3 July 2015

The childminder registered in 1997 and lives in Chippenham, Wiltshire. She operates from 7am to 7pm, Monday to Friday, all year round. The childminder receives funding to provide free early years education for children aged three and four years.

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