

# Childminder report

<b>Inspection date</b>	4 April 2019
Previous inspection date	12 May 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Outstanding</b> Good	<b>1</b> 2
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- The childminder is extremely skilled in how she promotes the children's all-round learning. She uses every opportunity to enhance and extend the children's learning as they play. Children are enthusiastic learners who make excellent progress from their starting points.
- Children's behaviour is exemplary. The childminder teaches them how to be kind and considerate. Children talk fondly about their friends, remembering their birthdays and the celebrations they had.
- Parents are thrilled with the care and education their children, including their older siblings, receive. Parents put their children's very good progress down to the childminder's excellent teaching. They state they receive daily feedback on their children's welfare and education.
- The childminder places a huge emphasis on developing children's communication and language. Children play in a language-rich environment where they are encouraged to engage in conversations and talk about everything they do and have done. For example, when looking at their scrapbooks, children talk about when they dressed up as a pirate and made a pirate puppet.
- The childminder continually reflects on her practice and seeks the views of parents and children. She has introduced additional resources at the children's requests. She has adapted her home, so children have more visual displays to support and encourage conversations. The childminder has identified she would like to enhance opportunities for children to observe things grow and change over time.
- The childminder plans exciting activities based on children's interests to help them achieve their next steps in learning. For example, she created a treasure hunt around a pirate obstacle course. Children had to complete physical activities, such as four hops, then find the corresponding number. They followed the map to find the treasure box filled with jewellery. They enjoyed it so much they wanted to do it again, demonstrating an extremely positive approach towards their learning.

## What the setting needs to do to improve further

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

- enhance children's understanding of how things grow and change even further.

### Inspection activities

- The inspector observed the childminder's interactions with the children and the impact of these on children's learning.
- The inspector talked to the childminder and children at appropriate times during the inspection.
- The inspector sampled a range of documentation, including training certificates, suitability checks, children's records and policies.
- The inspector discussed the learning intentions of an activity with the childminder and evaluated how well this supported children's learning.
- The inspector read written feedback from parents and minded children and took their views into account.

### Inspector

Charlotte Jenkin

## Inspection findings

### Effectiveness of leadership and management is outstanding

The childminder continually seeks to improve her practice to raise outcomes for children. She researches ideas to improve her practice. For example, she now adapts her teaching according to children's patterns during their play to help them make excellent progress. She has introduced interesting ways to encourage boys' writing skills, including by making marks in the sand and making letters with play dough. The childminder shares pertinent information with adults at other settings children attend to fully promote continuity in their learning. Together, they focus on getting the children ready for school, including by promoting self-confidence and taking children to their new school playground. Safeguarding is effective. The childminder has a thorough knowledge of child protection issues and the procedures to follow if concerned about a child's welfare. She is extremely vigilant about internet safety and wider safeguarding aspects. The childminder places a huge emphasis on protecting children's safety and well-being.

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

The childminder checks children's progress carefully and ensures she tailors her teaching to their individual needs. She expertly provides children with new knowledge and vocabulary. For example, when children build a castle and put a clown in it, she explains that in the olden days, clowns used to be called 'jesters'. The childminder follows the children's ideas and encourages them to be creative. For example, she encourages them to draw their Easter picture for their card, cut it out and decorate it, using materials of their choosing. When children want to build a pirate ship, she encourages them to think about the materials they may need, and whether they would be strong enough. She provides firm foundations to support children's positive attitudes to their learning.

### Personal development, behaviour and welfare are outstanding

Children show they have formed excellent relationships with the childminder. They demonstrate they feel safe and secure and are extremely confident to engage the childminder in their play. Children explain they particularly enjoy playing on the small trampoline, riding the tricycles and playing in the shop outside. They have regular opportunities to socialise with other children and adults, including at physical activity sessions and a local childminding group. Children develop excellent self-care skills. For example, they independently go to wash their hands after using the glue and blowing their own noses. They know that they need food as 'fuel' to get energy like cars need petrol to move. The childminder teaches the children about the importance of respecting others, regardless of their backgrounds and needs.

### Outcomes for children are outstanding

Children gain excellent skills for their move to school. They are articulate, enthusiastic and eager to learn. Children concentrate well and persevere when practising their skills, for example when cutting out their picture with scissors. They show good pencil control when they draw treasure maps. Children use mathematical language as they play, such as 'big' and 'taller'. They count independently and recognise numerals. They are confident to test out their ideas. For example, they test out whether the staircase they have made will fit in the castle.

## Setting details

<b>Unique reference number</b>	161686
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	10060535
<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>	4 - 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	12 May 2015

The childminder registered in 1997. She lives in Woodshaw, Wootton Bassett, Swindon, Wiltshire. The childminder cares for children each weekday during school term times and offers care for children before and after school, and during the school holidays.

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