

# Childminder report

|                          |              |
|--------------------------|--------------|
| <b>Inspection date</b>   | 7 May 2019   |
| Previous inspection date | 6 April 2016 |

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

## Summary of key findings for parents

### This provision is good

- The dedicated childminder evaluates the quality of her provision to make continuous improvements that benefit children. For example, she has worked tirelessly with other childminders to provide an allotment area. This has enhanced the outdoor provision, for example promoting children's curiosity and understanding of plant life cycles.
- The childminder provides an extremely welcoming and rich learning environment. She plans extremely interesting and challenging activities to help children achieve their next steps in learning. She is highly skilled at adapting her practice to engage and motivate the different ages and abilities of children.
- The childminder supports children's communication and language skills extremely well. She engages children in meaningful conversations, asking them superb questions to support them to make links in their learning. For instance, as children engaged in a painting activity, she encouraged them to remember and talk about the resources that they bought from a shop together.
- The kind and caring childminder supports children's emotional well-being successfully. She knows children extremely well. Children are happy and settle swiftly. They are confident to explore the wealth of resources.
- The childminder assesses and monitors children's learning accurately. She identifies and targets any gaps in their development, working with parents and other professionals as needed.
- The childminder forms strong relationships with parents. She shares an abundance of information with them about their children's progress, care routines and activities. Parents report highly positively about the childminder and her calm, friendly approach.
- On one occasion, during an outing, the childminder was not highly vigilant in supervising all children as well as possible.
- The childminder misses some chances to help children understand the feelings of others.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and Childcare Register the provider must:

|  | Due date   |
|--|------------|
| ensure all outings are thoroughly risk assessed, taking into account children's different individual needs, to promote further a culture of vigilance in supervising children to keep them safe. | 17/05/2019 |

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

- make full use of all opportunities to help reinforce children's understanding of their actions and the feelings of others.

### Inspection activities

- The inspector had a tour of the premises.
- The inspector talked to the childminder and children at appropriate times.
- The inspector observed the quality of the childminder's interactions with children, indoors and outdoors, and talked to her about activities and children's learning.
- The inspector spoke to parents and read written feedback, and considered their views.
- The inspector sampled a range of documentation, including children's records, incident records, policies and procedures.

**Inspector**  
Karen Allen

## Inspection findings

### Effectiveness of leadership and management is good

The childminder has a secure knowledge and understanding of her responsibilities to protect children from harm. She knows the signs and symptoms that may give her cause for concern and the correct procedures to follow. She knows to notify Ofsted about significant events. She admits that a child went missing for a short period during an outing to an arboretum. However, there was no significant impact as the child was swiftly found unharmed. The childminder has reflected on the incident in great depth and updated her procedures. Safeguarding is effective. The childminder is extremely proactive to keep her skills up to date. For example, training has enhanced her practice to provide more ways of extending children's mathematical development, including through music and movement activities.

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

The childminder supports children exceptionally well to persevere with challenges and find solutions to problems. For instance, children of all ages worked together to manoeuvre bags of sand and empty them into the sand pit. The childminder encouraged them to feel the sand with their bare feet and talk about the texture of the sand. Children were captivated as they attempted to blow up balloons. They laughed in delight as the childminder encouraged them to listen to the sounds of the air as it entered and left the balloon. Children were fascinated as they mixed paint and used the balloons to print pictures of caterpillars. The childminder helped younger children to explore the texture of paint on their hands. She extended older children's learning extremely well by demonstrating how to fold paper in half to print symmetrical butterfly pictures.

### Personal development, behaviour and welfare are good

Overall, children behave well and listen to instructions carefully. The childminder helps children to develop their imaginations. They enjoy dressing up in different costumes and acting out a variety of roles with the childminder, such as pretending to be a doctor, nurse, dog or princess. The childminder teaches children to use tools and equipment safely, for example reminding them to dig carefully with spades in the sand to protect their toes. They know that fruit and vegetables are healthy to eat. Children enjoy outdoor play and being physically active. They took great delight in creating bubbles and negotiated space well as they chased them around the garden. The childminder works extremely well with parents to develop children's self-care skills, such as toilet training.

### Outcomes for children are outstanding

Children are exceptionally well prepared for the next stage in their learning and the move to school. They are highly motivated to join in with activities. Children gain valuable independence skills and make decisions about their learning. They build friendships. Children become extremely competent communicators and are confident to talk to their peers and adults. They develop a love of books, and older children read favourite stories together. Children develop excellent mathematical skills. Even the youngest children use numbers and count in their play.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | 161812  |
| <b>Local authority</b>             | Wiltshire   |
| <b>Inspection number</b>           | 10104071  |
| <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>       | 1 - 5   |
| <b>Total number of places</b>      | 6   |
| <b>Number of children on roll</b>  | 5   |
| <b>Date of previous inspection</b> | 6 April 2016  |

The childminder registered in 1997 and lives in Corsham, Wiltshire. She offers her service all year round from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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