

# Childminder report

<b>Inspection date</b>	20 May 2019
Previous inspection date	31 May 2016

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

## Summary of key findings for parents

### This provision is good

- The childminder provides a highly nurturing and stimulating environment. Children eagerly engage in a wide range of exciting activities and very confidently access resources to lead their own play. They are imaginative and creative learners and consistently show high levels of motivation in all activities.
- The childminder sets very clear and consistent boundaries and routines for children to follow. Children have an excellent understanding of what is expected of them from an early age and behave extremely well. They are very happy and content in the childminder's care.
- The childminder accurately assesses children's progress and uses the information well to support their next steps in learning. She plans interesting learning opportunities that closely meet children's individual needs and interests.
- The childminder extends children's literacy skills particularly well. For instance, children have plenty of opportunities to listen to rhymes and stories throughout the day and recall words from their favourite stories with enthusiasm. They enjoy making marks and focus for long periods as they draw with a clear purpose in mind.
- The childminder establishes strong partnerships with parents to ensure continuity of care and learning from the beginning. She ensures that there is a continuous two-way flow of information to help support children's learning at home and in her setting. Regular updates on children's progress and next steps help ensure that children receive the support they need to make good progress.
- On occasions, the childminder does not limit background noise to help children listen carefully during activities.
- The childminder does not consistently focus her professional development plans on extending her existing knowledge and teaching skills even further.

## What the setting needs to do to improve further

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

- review the impact of background noise to help promote children's listening and attention skills even further
- establish a strong programme of continuous professional development to help raise the quality of teaching and learning to the highest levels.

### Inspection activities

- The inspector held discussions with the childminder and talked to children at appropriate times during the day.
- The inspector looked at evidence of the childminder's qualifications and suitability checks.
- The inspector observed the interactions between the childminder and the children throughout the inspection.
- The inspector observed an activity and evaluated its effectiveness with the childminder.
- The inspector read written feedback from parents.

**Inspector**  
Hiroka Dathan

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a good understanding of her role and responsibilities in keeping children safe. She has a secure knowledge of the procedures to follow should she have any concerns about a child's welfare. The childminder regularly reflects on her provision and makes effective changes that help improve outcomes for children. For instance, she has recently started to plan activities around themes that match children's interests. This has helped her to plan more in depth and to provide new and exciting activities that challenge children's learning precisely. The childminder gathers feedback from parents to help drive forward improvements effectively. Parents are highly complimentary about the care and learning their children receive.

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

The childminder is skilled at tailoring activities and support to enhance individual children's progress. For instance, when painting with water outside, she encourages younger children to draw circles and lines while demonstrating to older children how to draw a face. Children develop good pencil grip as they draw and paint. The childminder provides engaging singing sessions and children learn to express their creativity through music and dance. Younger children learn to imitate actions while older children sing their favourite songs confidently and play instruments in time to music.

### Personal development, behaviour and welfare are outstanding

The childminder offers excellent support for children's social and emotional development. She makes the most of every opportunity to help children to understand one another's needs and be polite. For instance, she offers very sensitive but clear explanations to help children share and take turns. Children play harmoniously throughout the day and develop excellent friendships. They demonstrate impeccable manners. The childminder promotes children's healthy lifestyles very well. For instance, she provides nutritious home-cooked meals. She consistently teaches children to make healthy choices, such as eating fruit before other snacks. She ensures children have abundant opportunities to be physically active, for example, by offering plenty of garden play and daily trips to the local park.

### Outcomes for children are good

All children make good progress. They develop skills and positive attitudes that prepare them well for their future education. Children are highly independent. For example, they learn to put on their coats from a young age and tidy away eagerly after play. Children develop good early mathematical skills. For instance, older children learn to count and divide objects evenly as they play with marbles. Younger children develop an understanding of shape as they carefully stack objects to build a tower. They are confident communicators and use talk effectively to create a range of pretend play scenarios.

## Setting details

<b>Unique reference number</b>	EY384250
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	10067711
<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 - 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	10
<b>Date of previous inspection</b>	31 May 2016

The childminder registered in 2008. She lives in Colerne, Wiltshire. The childminder operates Monday to Thursday from 7.30am until 5.30pm and on Friday before school only, during term time. She provides some holiday care. The childminder holds a relevant early years qualification at level 3. She receives funding for the provision of free early education for children aged three and four years.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

