

Childminder report

Inspection date	4 June 2019
Previous inspection date	10 May 2016

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Good	2 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		Not Applicable	

Summary of key findings for parents

This provision is good

- The childminder provides a welcoming and homely environment where children can relax and play after a busy day at school.
- Children are happy and form close bonds with the childminder and other children, helping them to develop positive social skills. They are friendly, sociable and behave very well.
- The childminder works closely with parents and school staff so she knows how children are getting on and what she can do to help support their learning and well-being.
- Children enjoy playing with the wide selection of resources that they can readily reach themselves, enabling them to follow their own interests.
- The childminder chats and plays with the children, supporting their learning well and building on the skills they learn at school.
- The childminder is vigilant in keeping children safe. She teaches children to recognise and manage small risks themselves.
- Children gain a good awareness of healthy lifestyles. They play energetically in the park and garden and enjoy freshly prepared, nutritious snacks and meals.
- The childminder has a secure knowledge of safeguarding matters. However, she does not always make best use of professional development opportunities in order to help her stay refreshed about wider safeguarding issues.
- The childminder does not provide frequent opportunities for children to learn about the wider world and to value people with different abilities, cultures and family backgrounds to their own.

What the setting needs to do to improve further

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

- extend the programme of professional development to help drive improvements and ensure a good knowledge of all recent changes to legislation relating to statutory requirements of the early years foundation stage
- help children to learn to respect and celebrate each other's differences and develop an understanding of diversity beyond their own community and immediate family experience.

Inspection activities

- The inspector observed the childminder interacting with children while walking home from school and playing in her home.
- The inspector discussed with the childminder how she keeps children safe and supports their learning and development.
- The inspector looked at relevant documents used by the childminder.
- The childminder talked with children about their time with the childminder and took account of their views and the views of parents she spoke to.

Inspector

Rachel Edwards

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Overall, the childminder has a secure knowledge of how to recognise, record and report concerns she may have for a child's welfare. She makes sure that her home and garden are safe so that children can move freely and safely. For example, she has fixed mesh covers over her pond to prevent children from drowning. She speaks with children and parents every day and takes account of their interests and views to help her to make improvements and ensure she has resources that children enjoy playing with. She has successfully addressed recommendations from her previous inspection. For example, she uses opportunities to help children use their growing mathematical understanding as they play. The childminder makes sure that important information is exchanged between parents and school staff. Parents speak very highly of the care she provides and children say they enjoy their time with the childminder very much.

Quality of teaching, learning and assessment is good

After their school day, children enjoy choosing what to play with and where. The childminder provides a variety of activities that children enjoy, including energetic games outside and quiet activities indoors, such as making books. She helps to support children's learning at school, for example, by listening to children read if they want to. She helps them practise skills, such as counting pocket money with different value coins. She asks children probing questions during their play, which helps them to think critically and use clear language to express themselves. As a result, children speak confidently and use a wide vocabulary.

Personal development, behaviour and welfare are good

The childminder's warm and friendly approach helps children feel valued and secure. They chat enthusiastically about their day at school, sharing the high and low points with the childminder, who listens attentively. The childminder has high expectations for how children should behave. Children follow instructions well and are exceptionally sensible and well behaved when walking near traffic. The childminder is fair and consistent and children understand what is expected of them. The childminder is a good role model in encouraging children to respect each other and listen to everyone's views. Children are kind to one another, and all ages play together very amicably. The childminder encourages children to try new foods while respecting their preferences and dietary needs. They have lively discussions about the foods they like and dislike. They understand which foods are good for them and learn more through enjoyable activities, such as growing and harvesting potatoes and strawberries.

Setting details

Unique reference number	161712
Local authority	Wiltshire
Inspection number	10066867
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	5 - 11
Total number of places	6
Number of children on roll	3
Date of previous inspection	10 May 2016

The childminder registered in 1990 and lives in Cricklade, Wiltshire. She operates all year round from 7.30am to 6pm, Monday to Thursday, except for bank holidays and family holidays. She only cares for school-aged children before and after school during term time and throughout the day during school holidays.

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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