

Childminder report

Inspection date: 2 September 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The childminder is caring and kind in her approach. Children enjoy their time in the childminder's warm and welcoming home. They have developed close relationships with the childminder and her family members. The childminder gathers information about children's interests and development from parents during settling-in sessions to gain a good understanding of what children know and can do before they start. The childminder plans enjoyable, engaging activities that capture children's attention. For example, children show good concentration skills as they manipulate and create with play dough. They spend prolonged periods of time using their imaginations. Children behave well. The childminder is gentle in her approach and supports children to learn rules and boundaries. Overall, the childminder has developed strong partnerships with parents. She keeps them regularly updated about what their children are doing and learning, and gives ideas for parents to continue learning at home.

What does the early years setting do well and what does it need to do better?

- The childminder knows the children in her care well. She closely monitors the progress children are making. This allows her to identify any areas where children need additional support and to help her know what children need to learn next.
- Children benefit from a range of outings and experiences with the childminder. For instance, they visit local parks and farms where they learn to care for animals. This helps them to learn about the world around them and the community in which they live.
- The childminder supports children's communication and language development well. For example, she engages children in conversation and understands the importance of developing children's vocabulary. She uses skilful questioning to get children to give their own ideas. She gives children plenty of time to think and respond to questions she has asked.
- The childminder progresses children's mathematical development effectively. For instance, she supports children well to recognise shapes. She extends activities to progress children's learning. For example, when children show an interest in weight, she uses weighing scales to teach them about heavy and light. She introduces new words such as 'capacity' to widen children's learning. However, on occasion the childminder misses opportunities to further support children's emerging skills, such as helping children to recount objects to find the correct amount.
- The childminder uses risk assessments well to minimise risks to children. Her home is safe and secure and she carefully thinks about risks when on outings.
- The childminder is dedicated to improving her knowledge and skills. For example, she regularly attends network meetings, researches online and shares

good practice with other childminders. She has recently been supporting children with their early literacy and communication and language skills. She has learned about the importance of reading from an early age.

- Although the childminder reflects on her practice, she has not fully identified areas she would like to improve, or thought about the views of children and parents to enhance this process.
- Children are well prepared for the next stage in their learning and their eventual move on to school. Children are confident and motivated to learn and are making good progress in their learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a strong understanding of her responsibility to keep children safe and she has a good knowledge of the possible signs that could indicate a child is at risk. She is aware of the correct procedure to follow if she has any concerns about a child and if an allegation was to be made against her or a member of her family. She has a good understanding of wider safeguarding issues and possible signs to be aware of.

What does the setting need to do to improve?

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

- make good use of the opportunities to support children's emerging counting skills
- enhance the use of self-evaluation to inform more detailed plans for development that raise the quality of the provision even higher, including the views of children and parents.

Setting details

Unique reference number	954278
Local authority	Swindon
Inspection number	10073000
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 10
Total number of places	6
Number of children on roll	7
Date of previous inspection	9 June 2016

Information about this early years setting

The childminder registered in 2001. She lives in Chiseldon, near Swindon, in Wiltshire. The childminder holds a childcare qualification at level 3. She provides care each weekday throughout the year, with the exception of family holidays.

Information about this inspection

Inspector

Kelly Sunderland

Inspection activities

- The inspector and the childminder conducted a learning walk of all areas of the childminder's home that she uses for childminding.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector read written feedback from parents and took account of their views.
- The inspector sampled a range of relevant documentation, including suitability checks for household members, training certificates and children's learning records.
- The inspector spoke with the childminder and children at appropriate times during the inspection.

We carried out this inspection 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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