

# Childminder report

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Inspection date:

24 September 2019

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous inspection

Good

## What is it like to attend this early years setting?

### The provision is good

The childminder has created a warm and homely environment where children are content and relaxed. Children settle quickly and have developed close bonds with the childminder. They eagerly invite her into their play and excitedly ask her to keep playing with them as they engage in imaginative play together.

The childminder plans enjoyable and engaging activities linked to children's current interests and supports children to move forward in their development. Children are making good progress and are developing key skills needed for their move on to school. The childminder has developed close partnerships with other settings children attend. She shares regular information with them to support children's continuity in care and learning.

The childminder is dedicated and passionate about her role. Overall, she regularly updates her skills and knowledge through additional training and networking with other childminders. Recent training has furthered her knowledge about how to support children's early literacy skills. She is now encouraging children to develop their larger arm muscles to ensure they are developed fully before they start to write.

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

- The childminder provides children with a broad range of experiences in the local community. For instance, children visit an allotment the childminder owns with a group of childminders. Children help to grow vegetables and are currently growing squash and pumpkins. They benefit from weekly swimming lessons, weekly music classes at the local library and enjoy lots of time outdoors at an outdoor toddler group in the woods.
- The childminder develops children's creativity and physical skills well. For example, children are excited to make princess crowns. The childminder helps children to draw zig zags on card. Older children show good concentration as they use scissors to cut them out. Younger children spend prolonged periods carefully decorating their crowns with sequins and confidently draw circles and carefully stick a sequin in each one.
- Overall, the childminder has developed good partnerships with parents. She keeps them regularly updated about their child's day and the activities they have taken part in. Parents speak extremely highly of the childminder and the care she provides. They comment that the childminder is very supportive and gives ideas that will support them at home with their child's development.
- The childminder supports children's independence well. For example, older children confidently dress themselves. Younger children are encouraged to have a go and show good perseverance. At lunchtime, children are encouraged to

unwrap and take lids off their food. One child smiles as she twists a lid off her yogurt and is praised by the childminder and other children.

- The childminder reflects on the activities she provides. However, she does not identify areas that will benefit children's learning and development even further.
- The childminder supports children's literacy development effectively. For instance, children laugh as they wiggle to get comfy on the sofa with the childminder as they snuggle down to enjoy a book. The children take it in turns to guess what will happen next in the story. Children are highly engaged and eagerly ask to read the story again. The childminder helps the children to retell the story once they have chosen what will happen and engages the children in conversations to gain an understanding of their choices.
- Children are kind and considerate to others. They show good social skills. Older children kindly invite younger children into their play. The childminder is a good role model and gently teaches children about the importance of being kind to others.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of child-protection issues. She is confident about the procedures to follow if she needs to report a concern about a child's welfare. She has good knowledge of the possible signs that could indicate a child is at risk. The childminder is vigilant about children's safety and uses risk assessments effectively to minimise risks to children in her home and when on outings. She helps children to learn about possible risks. For instance, when the floor is slippery she reminds children to be careful when playing.

## What does the setting need to do to improve?

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

- maintain a clear focus on areas for improvement to consistently build on the good teaching, especially in developing children's mathematical skills.

## Setting details

<b>Unique reference number</b>	161832
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	10066869
<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 to 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	14
<b>Date of previous inspection</b>	14 April 2016

## Information about this early years setting

The childminder registered in 1992. She lives in the town of Corsham, Wiltshire. The childminder operates Monday to Friday, from 8am to 5pm, term time only. She also offers care before and after school. The childminder provides early funded education for three- and four-year-old children.

## Information about this inspection

### Inspector

Kelly Sunderland

### Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning and development.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector spoke with the childminder and children at appropriate times during the inspection. She sampled a range of relevant documentation, including risk assessments and children's learning records.
- The inspector took account of the views of parents through the written feedback provided.
- The inspector and childminder completed a learning walk of the parts of the home the childminder uses for childminding.

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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