

# Childminder report

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Inspection date: 2 March 2020

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

### The provision is good

Children are happy and content in the childminder's home. She provides a warm and stimulating environment where children feel safe and secure. Children show how settled they are as they independently access the resources in the environment and make choices in their play. The childminder knows each child and their family very well. She will often go 'above and beyond' to support parents and they praise the level of care their child receives from the childminder. The childminder has formed very positive attachments with children to enhance their emotional well-being and their sense of belonging. Children have developed strong friendships with other children at the setting. They laugh with one another and have great fun playing together. They giggle with excitement as they use the garden toys and resources. Children help each other on the see-saw and take it in turns to go down the slide.

Children's behaviour is very good. The childminder supports children to learn how to respect each other and be aware of the needs of others. Older children act as positive role models for the younger children. For instance, they sensitively support younger children to carefully peel the backs off their stickers to decorate their plant pots. The childminder has clear boundaries for behaviour and uses a calm and positive approach to helping children understand her expectations.

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

- The childminder gets down to children's level and enthusiastically joins in with their play and learning. For example, she uses musical instruments and streamers to interact with children as they dance along to music and movement songs. She joins in with the actions to help younger children to know what to do. Children smile at the childminder as she gives them praise and encouragement for their efforts and achievements. This makes children feel proud and boosts their confidence and self-esteem.
- Children have good opportunities to be physically active and benefit from plenty of fresh air. For example, they spend long periods playing in the childminder's garden. Children are excited to explore the water. They show curiosity as they test out how many cups of water they need to balance the weighing scales. Children enjoy creating marks and patterns on the fence using the water and paintbrushes. The childminder also plans regular outings to extend children's knowledge and understanding of the local area, such as woodland walks, trips to the park and visits to the local arboretum.
- Parents speak highly of the childminder. They describe her as 'kind, patient and attentive to each child's individual needs'. Parents comment on the excellent relationships their children have formed with the childminder and other children in her care. They are complimentary about the childminder and the service she

provides, especially the variety of opportunities and resources on offer to their children each time they arrive.

- The childminder has high expectations for all children. Children make good progress in their learning and development. They show interest as they experiment with lentils and pasta to explore shape and capacity. Older children investigate how to move the lentils to other containers using different-sized funnels. Younger children carefully place pasta pieces into plastic bottles to create their musical shaker.
- The childminder knows the children well. She has a good understanding of the curriculum and provides children with a range of activities and resources to explore. The childminder uses her observations to track each child. However, her current assessments show slight inconsistencies in regard to what children already know and can do. As a result, she misses some opportunities to fully maximise children's progress and learning to the highest level. The childminder recognises that there needs to be a sharper focus on assessments to highlight what children already know and can do. This will support her to plan activities more effectively to ensure children make rapid progress.
- The childminder works closely with families to ensure children settle quickly in her care. She regularly shares information with parents regarding their child's progress and development. However, partnerships with other settings children attend are not as effective as they could be. The childminder is not always aware of children's progress and development at other settings. This means important information about children's learning and abilities is not routinely shared.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder is very aware of her role and responsibilities to keep children safe. She is knowledgeable about child protection issues and wider safeguarding concerns, such as radicalisation. She has a good knowledge and understanding of signs and symptoms that may suggest a child was at risk of harm. The childminder keeps her safeguarding training up to date and understands the procedures she must follow if she was concerned about a child in her care. She completes detailed risk assessments to ensure children are kept safe at her home and on trips.

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

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

- ensure assessments reflect on what children already know and can do, to provide precise information on what children need to learn next in order to make even better progress in their learning and development
- improve partnerships with other settings that children attend, including sharing

information, to raise the continuity of children's learning to the highest level.

## Setting details

<b>Unique reference number</b>	161704
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	10125487
<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>	0 to 4
<b>Total number of places</b>	3
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	1 April 2016

## Information about this early years setting

The childminder registered in 1996. She lives in Chippenham, Wiltshire. The childminder offers care from 7.30am to 6pm on Monday to Friday, all year round. She is in receipt of funding for free early education for children aged two, three and four years. The childminder holds a relevant childcare qualification at level 3.

## Information about this inspection

### Inspector

Terri Breakwell

### Inspection activities

- The inspector read the written feedback provided by parents and made a note of their views.
- The inspector observed the childminder's interactions with children and assessed how she promotes their learning and development.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- A range of documentation was sampled, including children's records.
- A joint observation was carried out by the inspector and the childminder to observe the quality of teaching and learning.

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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