

Childminder report

Inspection date	23 April 2019
Previous inspection date	14 September 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	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

- Children develop exceptionally strong bonds with the nurturing and experienced childminder. They are confident, happy and settled, and have a close and trusting relationship with her and her co-childminder.
- Partnerships with other settings children attend are very strong, which ensures a consistent approach to children's learning and well-being. The childminder provides many opportunities to promote continuity in children's care, for example, through verbal, written and electronic communication with parents, teachers and other professionals.
- Children develop good communication and language skills. For example, the childminder talks to the children about what they are doing throughout their play activities and routines, widening their vocabulary.
- Parents express their deep appreciation of the childminder's knowledge of their children's individual needs and unique personalities. They say they value the support and advice she gives to help them build on their children's development at home.
- The childminder completes a wide range of training to extend her professional knowledge and skills to help improve outcomes for children. For example, she has taken training to support children to develop their understanding of letters and sounds, in good preparation for later learning, including school.
- The childminder reflects well on her practice and has met the recommendation raised at the previous inspection. Very effective personalised settling-in plans help her form very strong relationships with new children quickly. Parents contribute to initial assessments when their children first start, to support a consistent approach to meeting children's needs. All children make good progress in their learning and development.
- Although the childminder observes children closely, she does not consistently make the best use of assessments to focus more precisely on their next steps in learning.
- The childminder occasionally misses opportunities to challenge and extend children's thinking and problem-solving skills even further during activities.

What the setting needs to do to improve further

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

- strengthen the use of assessments to identify precise next steps for children's learning, to further accelerate their progress
- build on ways to support and challenge children to think through their ideas when they are engaged in activities and promote children's problem-solving skills.

Inspection activities

- The inspector observed the interactions of the childminder and her co-childminder with the children and assessed the impact these have on the children's learning.
- The inspector had a tour of the premises and discussed with the childminder how she risk assesses the environment.
- The inspector spoke with a parent and read letters of recommendation and questionnaires to gain the views of parents on the service they receive.
- The inspector invited the childminder to carry out a joint observation.
- The inspector sampled a range of documentation, including the safeguarding policy and procedures, and children's development records.

Inspector

Jan Harvey

Inspection findings

Effectiveness of leadership and management is good

The childminder works closely with her co-childminder to review their service, taking account of parents' and children's suggestions. For example, they have made changes to the outside play area so it can be used all year round, which benefits those children who prefer to play and learn outdoors. The childminder seeks information from a wide variety of sources, such as local authority network meetings, websites and meetings with other childminders. This helps to ensure she is always up to date with requirements and can reflect quickly on any changes needed. She has plans to embark on a degree-level qualification. Safeguarding is effective. The childminder has an excellent understanding of how to identify when a child may be at risk of harm and remains vigilant to recognise and act suitably on any child protection concerns. For example, she has researched the use of social media and children's safety online, to help her encourage younger children's understanding of technology.

Quality of teaching, learning and assessment is good

The childminder helps children to build on what they already know, develop ideas and increase their knowledge of the world. For instance, the younger children exploring bugs in the 'fairy sensory garden' marvel as they find a beetle hiding under a pebble and discuss why it is staying in the dark. The childminder ensures toddlers learn to develop language particularly well. For example, she sings, chants rhymes and teaches them hand signs to support their communication skills. She supports children's creativity and imagination skills effectively, for instance, as they role play being parents and teachers. She pays good attention to the resources she provides, indoors and outdoors. For example, she ensures they complement children's likes and interests so that wherever children play, they have opportunities to make choices and are motivated to learn.

Personal development, behaviour and welfare are outstanding

The childminder and her co-childminder create a very joyful, enthusiastic atmosphere with exceptionally happy, confident children who clearly understand the routines. For example, children adapt very well to new social situations, such as the presence of a visitor. The childminder is an extremely caring, positive role model who consistently uses a calm and sensitive approach to teach children how to behave, play safely and learn good manners. Children respond very well to her frequent praise and her clear and consistent approach. The childminder ensures children's health, welfare and well-being are significantly enhanced by the way she vigilantly adheres to very high standards of care and hygiene practices. For instance, children grow and eat their own fruit and sing handwashing songs to reinforce their personal care needs.

Outcomes for children are good

Outcomes for children are good. Children are motivated to learn and use their imaginations well. For example, they play with coloured water for extended periods, creating new colours and mixtures, and make up their own imaginary games together. Children develop their physical skills well, for instance, as they learn to use tweezers to collect water balls, and balance on walking beams. Children listen attentively to stories and join in with familiar songs and rhymes, developing their good language skills.

Setting details

Unique reference number	108711
Local authority	Swindon
Inspection number	10066361
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 9
Total number of places	6
Number of children on roll	15
Date of previous inspection	14 September 2015

The childminder registered in 1999. She co-childminds from a setting in the Freshbrook area of Swindon. The setting runs from 7.30am to 6pm on Monday to Friday all year round, except for family holidays. The childminder holds a relevant childcare qualification at level 3.

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