

Childminder Report

Inspection date	12 January 2017
Previous inspection date	20 May 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The childminder has made good progress since her last inspection and has met all of her previous actions and recommendations. For example, she has worked closely with other professionals to develop effective systems to monitor children's achievements. Children make good progress in their learning and development.
- The childminder works well in partnerships with other settings children attend and shares information to plan for their next steps in learning.
- The childminder keeps parents accurately informed of their children's achievements and involves them with their children's learning. For example, she shares information effectively through discussion and daily contact books and gives ideas for activities at home. This supports good continuity in children's experiences.
- Children behave well. The childminder is a good role model. Children are polite and considerate. They understand the importance of helping others and taking turns in their play.

It is not yet outstanding because:

- At times, the childminder does things for the children which they could do for themselves.
- The childminder does not make the most of children's interests in the written word by supporting opportunities to extend their understanding of linking letters to sounds to help them progress even further.

What the setting needs to do to improve further

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

- encourage children to take responsibility for managing tasks for themselves to develop their independence further
- provide more opportunities for children to link letters and sounds to extend their understanding of literacy even further.

Inspection activities

- The inspector observed children engaged in activities and the childminder's interaction with them.
- The inspector looked at a sample of documents, including children's learning records, the childminder's self-evaluation, risk assessments, and policies and procedures.
- The inspector and childminder jointly considered the impact of teaching on children's learning.
- The inspector took into account parents' written views.

Inspector

June Robinson

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder keeps her knowledge of this area up to date. For example, she has recently undertaken a range of courses relating to child protection. The childminder has a secure knowledge of the local safeguarding procedures and undertakes thorough risk assessments to ensure children can play safely in her care. She understands the importance of professional development in keeping her knowledge and skills up to date. For example, she has plans to refresh her understanding of managing children's behaviour. The childminder evaluates the service she provides. She involves parents in this process to identify areas she can improve further.

Quality of teaching, learning and assessment is good

The childminder seeks information from parents on what their children already know and can already do for themselves, and their interests. She uses this information well to develop starting points for children's learning. The childminder uses her observations and assessment to plan enjoyable activities that meet children's interests, such as making model dinosaurs. The childminder challenges children effectively to develop their communication skills. For example, she introduces concepts of opposites to children's vocabularies, such as 'in' and 'out', 'dirty' and 'clean', when looking at books. The childminder engages in children's play very effectively to support their learning. For example, she uses opportunities to help children practise mathematical skills of recognising numerals, counting and using positional language during their play.

Personal development, behaviour and welfare are good

The childminder provides a warm and welcoming environment in which children learn and develop. Children have high levels of confidence and openly express their ideas and opinions. They are proud of their achievements and the childminder uses consistent praise to help support children's self-esteem. The childminder provides children with regular opportunities to develop their social skills and gain confidence with other groups of children. Children have regular opportunities to develop their physical skills. For instance, they visit local parks. This helps extend their knowledge and understanding of the diverse lives, cultures and backgrounds of people in the local and wider community.

Outcomes for children are good

Children develop good skills that prepare them well for their future learning and school. They are competent communicators. For example, they confidently ask questions about things they do not understand. They discuss the differences and similarities between things they see in books. Children are developing good mathematical understanding. For example, they count to high numbers and use mathematical names for shapes. Children show an interest in early literacy, such as commenting on letters they recognise.

Setting details

Unique reference number	145134
Local authority	Wiltshire
Inspection number	1057544
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	4 - 5
Total number of places	6
Number of children on roll	2
Name of registered person	
Date of previous inspection	20 May 2016
Telephone number	

The childminder registered in 1998. She lives in Warminster, Wiltshire. She offers childcare from Monday to Friday, all year round, except Christmas and bank holidays.

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