

Childminder Report

Inspection date

9 October 2015

Previous inspection date

29 July 2010

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- The childminder is determined to do the best she can for the children she cares for. She uses her long experience and considerable knowledge to provide high quality care and outstanding learning.
- Children develop a real keenness for learning due to the range of stimulating and challenging experiences that the childminder provides.
- The childminder adapts every activity to each child's needs so that all children make very good progress in all areas of learning.
- Children thrive in this homely environment where they feel happy, secure and part of the family.
- The childminder works in very close partnerships with parents and other carers. She provides exceptional support to children and families, often going 'the extra mile' to provide reassurance and help at challenging times.
- The childminder has an in-depth understanding of the safeguarding and welfare requirements. She follows excellent practice and promotes children's health, safety and well-being to a very high standard.
- Children develop excellent social skills. They become highly competent in managing their personal care. They behave well, listen to others and are eager to join in. They are prepared very well for moving on to their next stage in learning, especially school.

What the setting needs to do to improve further

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

- encourage parents even more to share their children's achievements from home to further strengthen the already very good systems for assessing children's development.

Inspection activities

- The inspector observed the childminder and children during play and care routines, inside and in the garden.
- The inspector discussed how the childminder plans, supports and monitors children's progress.
- The inspector sampled paperwork used by the childminder, including policies, children's records, evidence of the suitability of household members, qualifications and the childminder's self-evaluation.
- The inspector took account of the views of parents spoken to on the day and from written testimonials and questionnaires.
- The inspector viewed all areas of the house and garden used for childminding.

Inspector

Rachel Edwards

Inspection findings

Effectiveness of the leadership and management is outstanding

The childminder constantly reviews her provision and targets training that will most benefit children. For example, she now has the knowledge and tools to identify potential gaps in learning at the earliest possible time. She ensures children get the help they need and keeps parents very well informed of their children's progress. However, ways to encourage parents to share information about their children's learning and achievements at home are slightly less evident. The childminder has excellent relationships with parents who are highly complimentary in their praise. Safeguarding is effective. The childminder knows what she must do if she has concerns, including working with other agencies to help keep children safe.

Quality of teaching, learning and assessment is outstanding

The childminder is very resourceful. For example, she makes excellent use of everyday objects to give children a rich variety of interesting resources to use in different ways. Children benefit greatly from receiving the focused attention they need as well as having time to freely explore. The childminder plans highly stimulating and challenging activities that build on children's interests and knowledge. For example, during a hunt in the garden, they use positional language as they look over, under and in, and develop great confidence and control balancing along logs. The childminder initiates lively discussions with effective questions and they look carefully to match their finds to words and pictures. The childminder gently reminds them how to hold a pen as they colour, draw and begin to write with good control. Children are thrilled to hold the pet gecko and handle it with the utmost care and they notice the similarities it has with the dinosaurs from earlier play.

Personal development, behaviour and welfare are outstanding

Children are completely immersed in their play. They are highly motivated because the childminder makes activities enjoyable. They grow in confidence and all children, including those who have special educational needs, voice their opinions because they know they are fully valued. Children display great affection towards each other and the childminder, who is an inspirational role model, treating all with kindness and respect. For example, she helps children cope with different emotions and they behave with great maturity. Children gain an excellent understanding of how to make healthy choices. They are curious to try new tastes and learn more about food with exciting activities, such as collecting eggs and picking fruit. They enjoy being physically active; for example, building dens in the forest.

Outcomes for children are outstanding

All children make very rapid progress in relation to their starting points. For example, they have fun learning, solve problems, make friends easily and learn to communicate effectively. They are very ready, when the time comes, for moving on to school.

Setting details

Unique reference number	145395
Local authority	Wiltshire
Inspection number	836709
Type of provision	Childminder
Day care type	Childminder
Age range of children	3 - 4
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	29 July 2010
Telephone number	

The childminder registered in 1995. She lives in Marlborough, Wiltshire. She cares for children on weekdays throughout the year. She receives funding for the provision of early education for children aged two, three and four years. She holds a childcare qualification at level 3.

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