

# Childminder report

|                          |                  |
|--------------------------|------------------|
| <b>Inspection date</b>   | 24 January 2019  |
| Previous inspection date | 23 February 2015 |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|---------------------------------------------------------------|-------------------------|-------------|----------|
|                                                               | Previous inspection:    | Good        | 2        |
| Effectiveness of 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**

- Children thrive under the warm, attentive care of the childminder. They are happy, sociable and confident individuals.
- The childminder provides children with a wide range of resources and activities that promote children's all-round learning and development and enable them to make good progress. Children remain engaged for long periods and gain the necessary skills they require for their future learning.
- The childminder accurately monitors children's development. She carefully notes their current fascinations and what they know, can do and say. She uses this information well to plan interesting activities that motivate and challenge children.
- The childminder frequently takes children on interesting outings. These add considerably to children's enjoyment, help to expand their vocabularies and build their understanding of the world as they encounter rich new experiences.
- The childminder works closely with parents, who speak highly of the care she provides. She keeps parents well informed of their children's progress, which enables them to support their children's learning more effectively at home.
- The childminder does not share information consistently with staff from other settings children attend to help them support children's learning in a consistent way.
- The childminder has completed required training, such as safeguarding and first aid but has concentrated less on enhancing her knowledge of how children learn and develop.

## What the setting needs to do to improve further

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

- exchange information with other settings that children attend to enable a shared and consistent approach to children's care and learning
- use professional development opportunities to develop already good teaching skills further, to maximise children's learning.

### Inspection activities

- The inspector observed children engaged in activities and the childminder's interaction with them.
- The inspector spoke with the childminder at convenient times.
- The inspector sampled relevant documentation, including some policies, procedures, and children's records, and discussed these with the childminder.
- The inspector viewed all areas of the house and garden that children use and the toys and resources available.
- The inspector considered the written views of parents.

#### Inspector

Rachel Edwards

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder routinely updates her knowledge and she is confident about how to recognise, record and report any concerns she has for a child's welfare. She has clear policies which guide her practice. These include online safety, about which she gives parents further links to useful information. She keeps all necessary records which support her service well. The childminder has addressed minor issues arising from her previous inspection. For example, she has organised her resources so that younger children can now easily reach what they need. The childminder continues to make improvements, such as building a mud box in the garden for children to dig in and play with imaginatively. She closely follows the guidance of professionals, such as speech and language therapists,, to give children the extra help they may need.

### Quality of teaching, learning and assessment is good

The childminder is a good teacher and supports children's learning well. For example, she takes children who are interested in vehicles on a very enjoyable bus trip and they learn about positional language. They discuss whether to sit 'at the front, back, on the top or bottom' of the bus. The childminder chats with children as she plays alongside them. They have interesting conversations, for instance talking about why churches are important to some people. The childminder speaks very clearly so children can hear how words are pronounced. She supports their speech development very well and follows the advice of speech and language therapists to help individual children to catch up. For example, she encourages them to point or explain another way if she has difficulty in understanding them.

### Personal development, behaviour and welfare are good

The childminder values each child's individuality. She listens carefully to their ideas and encourages them to make choices in their play. Due to this, children feel good about themselves and are confident to try new experiences. The childminder has high expectations for children's behaviour. She is gentle but firm, so children quickly learn what is expected. She encourages children to think and explain why certain behaviour, such as throwing toys, is not a good idea, to help them learn to take responsibility for their actions. Children are kind, polite and behave extremely well. They learn about safety, for example how to leave the house in an emergency. The childminder practises this at different times, such as when visitors are present, so children gain a better understanding of the procedure. Through regular outings they learn about their local community. They also find out about the wider world, such as talking about Burn's Night and watching a piper playing bagpipes on the internet.

### Outcomes for children are good

Children are interested in the world around them and are eager to learn. They love books and show an interest in beginning to write. They hear initial sounds in words and begin to link some to the letters that represent them. They make especially good progress in mathematics. Children count, sort, add and divide as they play. They show a keen interest in using numbers. All children make good progress.

## Setting details

|                                    |                                                                                   |
|------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>     | 145530                                                                            |
| <b>Local authority</b>             | Wiltshire                                                                         |
| <b>Inspection number</b>           | 10060684                                                                          |
| <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>       | 3 - 9                                                                             |
| <b>Total number of places</b>      | 6                                                                                 |
| <b>Number of children on roll</b>  | 5                                                                                 |
| <b>Date of previous inspection</b> | 23 February 2015                                                                  |

The childminder registered in 2001. She lives in the village of West Lavington, in Wiltshire. She cares for children between 7.30am and 5pm, on weekdays throughout the year. The childminder receives funding to provide free early education for children aged two, three and four years.

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