

# Childminder Report

|                          |                |
|--------------------------|----------------|
| <b>Inspection date</b>   | 23 August 2017 |
| Previous inspection date | 25 March 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 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 provides a broad range of exciting learning opportunities and activities, which children enjoy. She uses a range of effective teaching techniques to engage all children successfully and supports learning well.
- The childminder uses her self-evaluation effectively to identify areas for improvement and ensure positive outcomes for children. For example, she has developed the outside area to include a covered section so that children can benefit from physical activity and fresh air all year round.
- Children are happy and confident in the childminder's care. They develop close, warm relationships with her and one another, which successfully supports them to feel safe and secure.
- Partnerships with parents are strong. The childminder keeps parents well informed about their children's day and successfully supports children's learning at home. She works well with other early years providers and external agencies to ensure teaching and additional support are effective and consistent.

### It is not yet outstanding because:

- Occasionally, the childminder misses opportunities for children to practise their early writing skills.
- At times, the childminder does not provide a wide range of materials and tools for children to explore and investigate using different techniques.

## What the setting needs to do to improve further

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

- make better use of opportunities for children to practise their early writing skills further
- extend opportunities for children to explore and experiment with use a wider range of materials, tools and techniques.

### Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector sampled a range of documentation, including children's records and the childminder's policies.
- The inspector and the childminder observed children during activities and completed a follow-up discussion about children's learning and progress.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector took account of parents' views from their written comments.

### Inspector

Michelle Tuck

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good knowledge and understanding of her role and responsibility to keep children safe. She keeps her knowledge of child protection issues up to date and uses risk assessments effectively to ensure that children remain safe in her care. When working with an assistant, the childminder monitors her practice well, sharing and developing ideas to support children's learning further. The childminder makes effective use of new skills gained through training to support children who have special educational needs successfully. For example, she has introduced the use of a timer so that children have a better understanding of when to move on to the next activity. This has supported children to manage their behaviour for themselves more effectively.

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

The childminder knows how children learn and develop. She uses her observations of children and ongoing discussions with parents well to plan activities to support good progress. For example, children enjoy singing action songs and use their imaginations well as they pretend to be different animals as they bounce on the trampoline. Children enjoy counting in routines and activities, and they learn about and compare sizes successfully. For example, they begin to use words such as 'little' and 'big' as they build with bricks. The childminder monitors children's development effectively, which enables her to identify and address gaps in their learning quickly.

### Personal development, behaviour and welfare are good

The childminder interacts well with the children and provides a warm and nurturing environment, which supports children's emotional well-being successfully. Children benefit from daily opportunities to be outside with the childminder. For example, they play football throw and catch balls in the garden. They visit a safari park and talk about the animals. Children's behaviour is good. They learn to respect one another, take turns, share resources and play well together. The childminder teaches the children well about the importance of a healthy lifestyle. For example, she provides healthy snacks and meals and successfully encourages children to make healthy choices and follow good hygiene routines.

### Outcomes for children are good

Children are enthusiastic, curious and motivated to learn. They develop good listening skills, speak in full sentences and use descriptive words successfully to express themselves confidently. Children show pride in their achievements and gain confidence in their abilities, as the childminder gives them lots of praise and encouragement. They gain the necessary skills they need for the next stage in their development and moving on to school.

## Setting details

|                                    |                                                                                   |
|------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>     | 560130                                                                            |
| <b>Local authority</b>             | Wiltshire                                                                         |
| <b>Inspection number</b>           | 1091222                                                                           |
| <b>Type of provision</b>           | Childminder                                                                       |
| <b>Day care type</b>               | Childminder                                                                       |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Age range of children</b>       | 1 - 8                                                                             |
| <b>Total number of places</b>      | 6                                                                                 |
| <b>Number of children on roll</b>  | 8                                                                                 |
| <b>Name of registered person</b>   |                                                                                   |
| <b>Date of previous inspection</b> | 25 March 2015                                                                     |
| <b>Telephone number</b>            |                                                                                   |

The childminder registered in 1999. She lives in Mere, Wiltshire. She offers care from Monday to Friday, all year round, except bank holidays and family holidays. The childminder sometimes works with an assistant. The childminder holds an early years qualification at level 3.

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