

Childminder Report

Inspection date

16 November 2016

Previous inspection date

13 December 2013

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

- Children are happy and settled. They form strong attachments with the childminder, which effectively supports their emotional development.
- Parent partnerships are good. The childminder communicates well and shares information effectively with parents, for example, about their children's development. She plans next steps in learning with them, ensuring parents are well informed about their children's progress.
- The childminder works well with external agencies and other settings children attend. She uses advice from other professionals successfully to support individual children, including those with additional needs. All children make good progress from their starting points.
- The childminder communicates well with children. For example, she extends children's vocabulary, thinking and speaking through conversation and stories.
- Children feel at home with the childminder. She supports their personal, social and emotional skills well, which builds children's confidence and self-esteem effectively.

It is not yet outstanding because:

- Not all resources are organised and set up well to allow children to explore independently, make their own choices and follow their own ideas in play.
- The childminder does not provide children with consistent messages about healthy practices.

What the setting needs to do to improve further

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

- organise resources more effectively to extend opportunities for children to follow their own ideas and interests in their play
- provide children with more consistent messages about how to keep healthy.

Inspection activities

- The inspector sampled a range of documentation, which included policies and procedures.
- The inspector observed children with the childminder indoors and outdoors.
- The inspector toured the childminder's home and looked at the available resources.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector considered the views of parents from letters, questionnaires and books.

Inspector

Tracey Cook

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has attended training and improved her practices to help keep children safe from harm. For example, she carries out daily checks of her home to minimise hazards prior to children arriving. She teaches children how to recognise risk for themselves. She has a good understanding of the signs and symptoms that indicate that a child's welfare may be at risk and knows the procedures to follow. The childminder has a good understanding of how children develop. She continuously evaluates her practice to make changes that benefit children's experiences. For example, she has adapted her planning to offer further challenge to older children. She regularly attends training and uses this well to improve her teaching skills, for example, to support children who have special educational needs. The childminder ensures her assistant is clear on their role and responsibility when working with the children.

Quality of teaching, learning and assessment is good

The childminder is enthusiastic and has high expectations of children. She interacts well and encourages them to explore and be creative. For example, she provides various materials and glitter for them to investigate and create cards. The childminder monitors children's progress effectively to adapt her planning and meet their individual learning needs. Children learn well about different cultures, beliefs and celebrations, and they learn about their local community on outings with the childminder. For example, they visit the local war memorial on Remembrance Day and learn about the significance of poppies.

Personal development, behaviour and welfare are good

Children enjoy their time in the calm and welcoming atmosphere, exploring indoors and outdoors with the childminder. They are confident and self-motivated. The childminder works well with parents to help their children settle when they first attend. For example, she encourages them to bring their children for introductory sessions when they first start. This helps the childminder to get to know children and for them to become familiar with her. Children feel emotionally secure and behave well. The childminder encourages them successfully to share, take turns and play harmoniously together. Children show kindness and respect for others.

Outcomes for children are good

Children are confident learners and they are ready for their next stage of learning and move on to school. They learn to listen and share their views, for example, through stories and rhymes. Children enjoy being creative. For example, they paint pictures and create cards. Children learn about similarities and differences between people and communities through a wide range of well-planned activities linked to cultural festivals.

Setting details

Unique reference number	953844
Local authority	Wiltshire
Inspection number	1061619
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 8
Total number of places	6
Number of children on roll	3
Name of registered person	
Date of previous inspection	13 December 2013
Telephone number	

The childminder registered in 1992 and lives in Chippenham, Wiltshire. She employs an assistant to work with her as and when required. The childminder holds a childcare qualification at level 3.

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