

Inspection date	2 February 2015
Previous inspection date	23 June 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Teaching is good. The childminder plans learning experiences based on children's individual interests to keep them motivated and to promote their development.
- The childminder uses consistent and clear boundaries with children. As a result, they behave well building strong relationships with their peers and with the childminder.
- Children's physical development is good. Children have daily fresh air and exercise with access throughout the day to a well-resourced outdoor area. As a result, children actively engage in their outdoor play and learning experiences.
- The childminder evaluates the effectiveness of her setting confidently and makes improvements that take account of parents' views, and children's needs and interests.

It is not yet outstanding because:

- The childminder misses some opportunities during creative activities to develop children's critical thinking skills further by encouraging them to describe problems they may encounter, enabling them to explore ideas and to solve problems.
- The childminder does not fully support children's self-care and independence skills, through providing consistent opportunities for children to select and serve their own food at snack times.

What the setting needs to do to improve further

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

- extend opportunities for children to develop their critical thinking by encouraging them to describe problems they encounter, and to explore ideas and solve problems during creative activities
- increase opportunities for children to develop further their independence skills, for example, by encouraging them to select and serve their own food and drinks at snack time.

Inspection activities

- The inspector observed resources and the childminder's interactions with children during activities, in the downstairs main play areas and outdoor play environment.
- The inspector sampled a range of documents, including children's information and learning records, safeguarding procedures, qualifications and training certificates, self-evaluation and a selection of policies and procedures.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector took account of parents' views provided on the day.

Inspector

Julie Swann

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The childminder has a good understanding of the learning and development requirements. She observes children regularly and clearly identifies their next steps in learning. The childminder uses all the information, together with her knowledge of children's particular interests, to plan interesting experiences and activities. This helps to ensure all children make good progress. Children have easy access to a wide range of books. For example, children look at books independently or sit alongside the childminder, while reading stories together. This helps foster their language development. Children have a good range of opportunities to count, make things and be creative. For example, they enjoyed counting as they built 'ice rinks' and explored different materials as they made 'sheep'. However, on occasions, the childminder does not consistently challenge children to extend their thinking by encouraging them to explain or talk about their ideas. As a result, children's critical thinking skills are not always fully maximised.

The contribution of the early years provision to the well-being of children is good

Children are developing close bonds and attachments with the childminder because she is familiar with their individual needs and unique personalities. This helps support children's confidence and their emotional well-being. The childminder gathers relevant information from parents about routines and preferences when children start at her setting. In addition, she informs parents about children's activities during the day. This ensures that parents are fully involved in their children's learning and all children receive consistency between home and the setting. Children confidently make decisions in choosing resources and develop a sense of responsibility. They like to help the childminder with small tasks, such as tidying and putting away resources. The childminder supports children in becoming independent in self-care by encouraging them to put on their coats or shoes. However, the childminder does not maximise all opportunities to promote children's independence at snack times by encouraging children to serve their own food and drinks.

The effectiveness of the leadership and management of the early years provision is good

The childminder implements the safeguarding and welfare requirements successfully. For example, she has attended safeguarding training and has a clear and effective knowledge of how to protect children and who to contact if any concerns arise about a child in her care. Safeguarding procedures are readily available and shared with parents. Consequently, children are safe. The childminder monitors the educational programmes and regularly attends training to improve her practice and skills. As a result, children are progressing well. The childminder regularly meets with other childminders to discuss best practice and share advice about how to implement effective systems. The childminder has established good partnerships with other early years providers and local schools. This supports children's confidence as they move onto the next stage in their learning.

Setting details

Unique reference number	EY239399
Local authority	Wiltshire
Inspection number	832888
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	23 June 2009
Telephone number	

The childminder registered in 2002. She lives with her husband and two adult children. The setting is open Monday to Thursday from 7.15am to 6pm all year, except for bank holidays and Christmas. The downstairs area of the house is used for childminding. There is a garden for outdoor play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder attends a toddler group and visits the local library, shops and park on a regular basis. The family have pet gerbils.

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