

Childminder Report

Inspection date

26 November 2015

Previous inspection date

29 January 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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 wide range of interesting experiences that meets children's individual learning needs. Children make good progress in their learning and development from their initial starting points.
- Children have developed good attachments with the childminder. They are settled in her care and she uses praise and encouragement to help promote respectful behaviour. Children are kind to each other, learn to share their toys and take turns.
- The childminder carries out regular safety checks and risk assessments. She ensures children's safety and well-being, both in the home and when on outings.
- The childminder has developed effective partnerships with parents. She communicates well with them, sharing children's daily experiences. Parents are encouraged to contribute their observations and to extend children's learning at home.
- The childminder completes regular reviews of her practice. She has addressed previous recommendations raised and has a good overview of her strengths and weaknesses.

It is not yet outstanding because:

- On occasions, the childminder does not leave enough time between questions that she asks to allow children to process their thoughts and formulate an answer.
- At times, children have fewer opportunities to explore and follow their own interests freely during activities.

What the setting needs to do to improve further

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

- ensure that children have time to process their thoughts and formulate answers to questions to further support their critical thinking
- provide more opportunities to build on children's particular interests and how they wish to explore materials and resources.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector viewed a selection of documentation, including evidence of suitability, the childminder's policies, and records of children's learning and how the childminder meets their individual needs.
- The inspector took account of the views of parents provided through written testimonials and discussions during the inspection.

Inspector
Julie Swann

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good understanding of the issues regarding child protection. She is confident in what to do should she have a concern about a child's welfare. In addition, the childminder shares policies and procedures with parents to help their understanding of the service she provides. The childminder monitors and tracks children's progress. She swiftly identifies and closes any gaps in learning. The childminder accesses professional development opportunities to help her promote children's outcomes. For example, she attends training courses to keep her knowledge up to date and shares best practice ideas with other professionals. The childminder has established effective links with local schools and other settings children attend in order to help support continuity in care and learning.

Quality of teaching, learning and assessment is good

The childminder regularly observes and assesses children's learning and identifies their next steps in development. Overall, she develops children's language skills well. For example, children talk confidently to express their needs and the childminder praises their attempts at language, while modelling new vocabulary such as 'spider' and 'habitat'. The childminder supports children's early literacy skills. For instance, she teaches children how to handle books and uses the pictures to help their understanding of the story. Children relish in playing with a wide variety of technology. For example, they use cameras and voice recorders, with which they record birthday messages for their friends and listen to their own voices.

Personal development, behaviour and welfare are good

The childminder promotes children's self-esteem and confidence. For example, they have developed strong relationships and enjoy lots of cuddles, praise and gentle reassurance. Children's independence is developing well. For example, the childminder teaches children age-appropriate self-care routines, such as washing their hands and cutting up and serving their own snacks. Children get plenty of fresh air and have good opportunities to be physically active. For example, they enjoy playing outdoors in the well-equipped garden, visiting places of interest and collecting vegetables to feed the guinea pigs. Children have a range of opportunities to learn about and value people and communities beyond their immediate experience.

Outcomes for children are good

Children develop the skills they need for the eventual move to school and are well prepared for their future learning. For example, they competently count and compare sizes during role play, and confidently learn to solve problems as they build towers and bridges.

Setting details

Unique reference number	EY248708
Local authority	Wiltshire
Inspection number	826508
Type of provision	Childminder
Day care type	Childminder
Age range of children	1 - 8
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	29 January 2009
Telephone number	

The childminder was registered in 2003 and lives in Ludgershall, Wiltshire. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder is accredited to receive funding for free early years education for children aged two, three and four years. She has an early years foundation degree.

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