

Childminder report

Inspection date	6 March 2019
Previous inspection date	13 November 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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

- The childminder monitors children's progress carefully. She and her assistant plan for what children need to learn next based on their individual interests and needs. Children make good progress and any gaps in their learning are closing.
- Children have formed close relationships with the childminder, her assistant and the other children. They show they feel safe and secure in the childminder's care. Children readily approach the childminder and her assistant for comfort and to play with them.
- Children's behaviour is good. They learn to share and take turns with the childminder's support. Children play together cooperatively.
- The childminder and her assistant support young children's early mathematical development very well. For example, they use mathematical language to describe shape, size and position, and encourage children to count during their play.
- The childminder gives parents regular feedback about their children's development and offers parents ideas on how to support learning at home. Parents provide information about their children's achievements at home and this promotes a shared approach to supporting children's all-round development.
- The learning environment is rather cluttered and this, at times, distracts children as they play.
- At times, children do not have time to think and respond to the questions the childminder and her assistant ask them, to further support their language skills.

What the setting needs to do to improve further

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

- review the organisation of the environment so it is more conducive to children's learning
- give children more time to think and respond to questions asked, to support their language skills even further.

Inspection activities

- The inspector observed the childminder and her assistant interacting with the children indoors and outdoors, and assessed the impact on children's learning.
- The inspector spoke to the childminder, her assistant and the children at appropriate times during the inspection.
- The inspector accompanied the childminder, her assistant and the children on a walk.
- The inspector sampled documentation, including children's records, training and qualification certificates, policies and suitability checks.
- The inspector carried out a joint observation of an activity with the childminder and evaluated this together.

Inspector

Charlotte Jenkin

Inspection findings

Effectiveness of leadership and management is good

The childminder has worked hard and made significant improvements since the last inspection. She has received support from the local authority, obtained ideas from other providers and she and her assistant have attended training. For example, she is now confident in accurately assessing and planning for children's learning, including carrying out the progress check for children aged between two and three years. She now has all required records in place. Safeguarding is effective. The childminder and her assistant have a sound knowledge of wider safeguarding issues and the procedures to follow if concerned about a child's welfare. They regularly discuss and reflect on each other's practice and have attended training that has had a positive impact on children's learning. For example, following child development training, they have introduced nature trails that have enhanced children's understanding of the world. The childminder reflects on her practice and, for instance, has reviewed her sickness policy to further promote children's well-being. She works closely with other settings children attend to promote continuity in children's care and learning.

Quality of teaching, learning and assessment is good

The childminder and her assistant support children's learning well. Overall, they promote children's communication and language effectively, for example by talking to children about what they are doing and repeating words and sentences. Young children are confident to talk and express themselves clearly. The childminder and her assistant join in with children's play to enhance their learning. For example, when playing in the mud kitchen the assistant models scooping the mud and encourages children to use their imaginations as they talk about what they are making and the ingredients they are using. The childminder recognises when children want to add more toys to their play and encourages this to further their learning experiences.

Personal development, behaviour and welfare are good

Children have regular opportunities to play outside, whatever the weather. For example, they put on their all-weather suits and wellies to go for a walk in the rain or out in the garden. The childminder offers children nutritious snacks and drinks and encourages them to make healthy food choices. Children learn about their local community and to respect others, such as by visiting places of interest. Children learn how to keep themselves safe. For instance, younger children know to put their backpacks on so that the childminder can put the harness on, and older children walk sensibly back from school. The childminder offers children regular praise and encouragement, and this helps them feel proud of their achievements.

Outcomes for children are good

Young children are happy, sociable and confident. They enjoy taking part in activities that help develop their hand muscles in readiness for early writing. For example, they use scissors, glue sticks and thread as they make dreamcatchers. Children enjoy listening to their favourite stories. They count during their play and use early mathematical language. Children develop self-care skills, such as putting on their boots and coats. They develop useful skills for their next stage in learning.

Setting details

Unique reference number	EY262156
Local authority	Swindon
Inspection number	10085677
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 - 10
Total number of places	6
Number of children on roll	13
Date of previous inspection	13 November 2018

The childminder registered in 2003 and lives in Highworth, near Swindon, Wiltshire. She operates all year round from 8am to 6pm, Monday to Friday. The childminder has three assistants registered to work with her. She and one of her assistants have early years qualifications at level 2 and above.

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