

Childminder report

Inspection date	17 June 2019
Previous inspection date	29 September 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 tracks children's achievements closely to plan for what they need to learn next. This helps her identify any weaker areas in children's learning. The childminder knows how to seek help from other relevant professionals if necessary, to ensure that all children make good progress.
- The quality of teaching is good. Children are highly engaged. They make good progress in their learning in readiness for school.
- The childminder provides a welcoming and stimulating environment. Children have access to a wide range of interesting resources and they confidently make choices about their play.
- The childminder regularly reflects on the effectiveness of her provision. For instance, she has identified how she can further enhance children's experiences through implementing a curiosity approach to children's learning. The childminder regularly seeks the views of parents and children to help maintain her high standards.
- Children behave well. They accept the needs of others, play co-operatively together and take turns in their play. The childminder offers praise and encouragement, and children develop good levels of confidence and self-esteem.
- At times, the childminder does not give children the time they need to think and express their views before she answers some questions for them.
- The childminder is not always successful in engaging parents to contribute to ongoing observation and assessment records, to enable her to be fully informed of children's changing interests and learning at home.

What the setting needs to do to improve further

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

- give children the time they need to process their thoughts, to enable them to respond to questions and fully express their ideas
- strengthen partnerships with parents to provide more opportunities for them to share ongoing information about children's changing interests and learning from home.

Inspection activities

- The inspector observed children engaged in activities and the childminder's interaction with them. She spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at a sample of documents, including children's learning records, the childminder's self-evaluation, and policies and procedures.
- The inspector and childminder jointly considered the impact of teaching on children's learning.
- The inspector looked at all areas of the home used for childminding.
- The inspector took into account the views of parents.

Inspector

June Robinson

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a good knowledge of the possible signs and symptoms of abuse and is aware of the wider issues surrounding child protection. She is confident about what action to take should she have a concern about a child in her care. The childminder works in effective partnerships with other settings children attend to share information about children's learning and development. The well-qualified childminder continues to access training to extend and develop her professional skills and expertise. For instance, she has enhanced her knowledge of how to support children with special educational needs and/or disabilities.

Quality of teaching, learning and assessment is good

The childminder enthusiastically engages in children's play. She supports children's language and communication skills effectively. For example, she talks constantly to children about what they are doing and introduces new words into their vocabulary, such as 'recycling' when they reuse water from the water wall in their outdoor play. The childminder helps children to develop good mathematical understanding. For instance, she models mathematical language to children as they play in sand to talk about size, shape and number. The childminder helps children gain a good understanding of the natural world. For example, children keenly observe changes to caterpillars and discuss the life cycles of butterflies. Children show good levels of curiosity and enjoy looking closely at creatures they find outdoors. The childminder encourages children to use resources, such as a bug checklist to help identify the insects they find. She helps to support children's understanding of the wider world, for example, through maps, leaflets and postcards of places children and their families have visited.

Personal development, behaviour and welfare are good

Children develop their personal skills well. For example, they display good levels of independence and they learn to handle some small tasks on their own. Older children demonstrate high levels of confidence and they willingly introduce themselves to adults. The childminder provides children with regular opportunities to develop their social skills and gain confidence with other groups of children. Children enjoy being helpful, such as taking part in tidying away toys. They show considerable respect and kindness to their friends. For example, children suggest others should have a sticker for being helpful. They enjoy regular opportunities to be physically active, such as in the childminder's garden, and take part in movement-to-music activities, to extend their physical skills.

Outcomes for children are good

Children are confident communicators and eagerly recall past experiences and express their opinions. Children show a keen interest in numerals in the environment. They learn how to count and recite numbers to support their mathematical development. They develop an interest in early literacy, and enjoy looking at books and are confident to ask if they can take them home to share with their parents. Children develop good imaginative skills and are confident to take part in talent shows in their play. They develop good communication skills and delight in recalling past learning experiences as they look at digital photographs.

Setting details

Unique reference number	EY269644
Local authority	Swindon
Inspection number	10066375
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 8
Total number of places	6
Number of children on roll	15
Date of previous inspection	29 September 2015

The childminder registered in 2003. She lives in the Liden area of Swindon. The childminder receives funding for the provision of free early education for children aged two, three and four years. She works all year round, Monday to Friday, apart from family holidays. The childminder holds a relevant early years qualification at level 3.

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