

Childminder report

Inspection date	10 May 2019
Previous inspection date	6 January 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

- Children make good progress. The childminder makes regular assessments of their development. She uses this information to help her identify any gaps and plan for the next steps in their learning.
- The childminder and her assistants are friendly and welcoming to children and build strong and beneficial relationships with them. They are caring and attentive and ensure children are happy and relaxed in their care.
- The childminder works closely, and beneficially, with a group of other local childminders. For example, they share good practice and provide interesting joint social-play sessions and activities, including a cooperative allotment that they run which offers the children a chance to learn about nature and to watch things grow.
- The childminder has good links with key persons at other settings children attend, contributing to a two-way flow of information and a shared approach to the support children receive.
- The childminder and her assistant manage children's behaviour well. They use a responsive and consistent approach, patiently persevering with explanations to help children understand expectations. Young children learn to manage their emotions and share toys. Older children play cooperatively together and take turns with resources and when playing games.
- At times, the childminder does not adapt her activities and areas to meet the differing interests and needs of all the children and extend their learning as much as possible.
- The childminder does not fully liaise with parents on ways to promote their child's next steps in 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 further consideration to the planning of activities and areas to ensure the differing needs and interests of all children are more closely focused upon
- enhance the sharing of information with parents about their children's learning.

Inspection activities

- The inspector viewed the areas used for childminding. She talked to the children and childminder at appropriate times throughout the inspection.
- The inspector sampled documentation, including the suitability and qualifications of the childminder, policies and procedures, children's development records and planning.
- The inspector observed the children and the childminder. She evaluated the effectiveness of an activity with the childminder.
- The inspector took account of parents' written views by reading their comments in messages and letters.
- The inspector discussed the childminder's risk assessments and her self-evaluation process.

Inspector
Rachel Howell

Inspection findings

Effectiveness of leadership and management is good

The childminder monitors and supports the practice of her assistants well. They have a good reciprocal relationship and work as an efficient team. The childminder undertakes training to develop her own practice and to lead that of her assistants', and targets this appropriately to support the changing needs of children attending her provision. Safeguarding is effective. The childminder and her assistants are aware of the procedures to follow if they have concerns about a child's welfare. They supervise children well. The childminder is mindful of children's safety, and she makes changes to the environment when new risks are identified. The childminder has positive relationships with parents. She keeps them informed about the activities their children are involved in during the day. The childminder is motivated to develop her service. She evaluates the activities she provides, reviews daily practice with her assistants and outlines areas for development.

Quality of teaching, learning and assessment is good

The childminder and her assistant guide and support children's learning well. They join in with children's play and exploration, extending their learning and encouraging children to develop their skills. For example, the childminder uses probing questions to encourage children to think and solve problems that they encounter, such as to recognise, match and connect puzzle pieces. Children listen and copy words and sounds the childminder offers as they complete an alphabet puzzle. The childminder asks young children to recall the names of different vehicles as they complete inset puzzles, and older children proudly complete board puzzles with multiple pieces.

Personal development, behaviour and welfare are good

The childminder and her assistant foster children's curiosity well. They take the time to teach children to respect other living things and learn about the world around them. For example, children are fascinated to watch caterpillars crawling around, the childminder's pet tortoise climbing, or a tiny spider they find on the slide in the childminder's garden. They are keen to learn about the particular characteristics related to these, such as which flowers the tortoise likes to eat. They eagerly collect these for him.

Outcomes for children are good

Children develop their physical skills well. For instance, they climb and use slides in the childminder's garden. They push themselves around on bicycles or tricycles and jump on the childminder's small trampoline. They build and balance with construction pieces and use tools to make changes to materials, such as play dough. Children develop curiosity and gain in confidence. They enjoy counting interesting things, such as caterpillars. They recognise colours and make comparisons. Children eagerly listen to stories read to them and enjoy singing sessions with the childminder and her assistant. They show their knowledge as they recall names and words and join in with actions. Children develop the skills that they will need for their future learning and their move on to school.

Setting details

Unique reference number	EY307138
Local authority	Wiltshire
Inspection number	10071411
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 3
Total number of places	11
Number of children on roll	10
Date of previous inspection	6 January 2015

The childminder registered in 2005 and lives in Chippenham. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. She regularly works with an assistant. The childminder holds an appropriate qualification at level 3. She provides funded early education for children aged two and three years.

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