

Childminder report

Inspection date	14 March 2019
Previous inspection date	15 October 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 offers a welcoming, child-centred environment. Children choose freely from a wide selection of high-quality play resources. They follow their own interests and are enthusiastic learners. The childminder is a good teacher. She is skilled at helping children develop their ideas without taking over.
- The childminder forms warm and nurturing relationships with the children. They feel safe and secure in her care, where they grow into confident, highly independent and sociable individuals.
- The childminder observes children's play and uses this information effectively to plan opportunities which support their development well. She shares information with parents and other settings that children attend to provide a consistent approach to their learning and care.
- The childminder provides very good support for children's speech and early literacy skills. She listens to children with full attention and asks questions that require them to think deeply.
- The childminder sometimes overly directs children's craft activities, which hinders their creativity somewhat and their opportunities to experiment with different materials.
- Children have few opportunities to learn about how technology is used for different purposes and to operate simple equipment themselves.

What the setting needs to do to improve further

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

- encourage children to develop their creativity even further
- provide children with more opportunities to recognise that a wide variety of technology is used in the home and elsewhere, and to acquire the basic skills to select and use simple equipment for a purpose.

Inspection activities

- The inspector observed activities and the quality of the childminder's interaction with the children. She also discussed the effectiveness of a planned activity with the childminder.
- The inspector observed how the childminder manages children's care routines and talked to the children at appropriate times.
- The inspector discussed with the childminder how she monitors and assesses children's development.
- The inspector sampled the childminder's documentation and discussed her knowledge of the requirements of the early years foundation stage.
- The inspector took account of parents' views from written testimonials.

Inspector

Rachel Edwards

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder understands how to identify and report child protection concerns swiftly. She maintains a safe space for children. The childminder checks her home every day before children arrive and removes any risks. She recognises potential hazards to children at home and on outings, and demonstrates a vigilant attitude to children's welfare. The childminder completes training and carries out her own research to keep herself up to date and to develop her skills and knowledge in order to benefit children. For example, she now has a good understanding of how to use a diagnostic and assessment tool to quickly secure any additional support children may need. She has successfully addressed previous recommendations. For example, she now gathers detailed information from parents to assess children's development when they first start. Children say about the childminder, 'She's funny and so kind' and 'I like her playing games with us and singing on the way to school'.

Quality of teaching, learning and assessment is good

The childminder is a confident teacher. She joins in children's games and encourages children to learn as they play. For example, when children pretend that they are lost, she suggests they use a map to find their way. She encourages children to play with words and they have fun making up songs and rhymes. The childminder encourages children to follow their interests and children enjoy choosing their own activities, such as books or number games. She makes the most of everyday learning opportunities to extend children's skills. The childminder weaves mathematical language through children's play. For example, they decide how many seats they need on the bus and work out how many more slices of cucumber to cut by counting on their fingers.

Personal development, behaviour and welfare are good

Children form close emotional attachments to the childminder. They show this as they snuggle into her for comfort and invite her to join their play. Children listen and behave well. They are polite and thoughtful towards each other, for example as they share and take turns. The childminder works closely with parents to help children learn to manage strong emotions. She encourages children to reflect on their day. They talk about the best and worst things and what they could do to make it better next time. The childminder uses role play very well to help children learn to resolve conflict. Children learn to do things for themselves, for example pouring drinks and using knives carefully to cut vegetables. Children help to prepare healthy meals and play energetically every day, contributing to their good health.

Outcomes for children are good

Children are sociable, confident and independent. They make good progress. Children use their growing understanding of numbers, shapes and measure in their play. They develop a love of books and play exceptionally imaginatively. They use expressive language to talk eagerly about their ideas and what they are doing. Children develop the skills they need for moving on to nursery or school.

Setting details

Unique reference number	EY341908
Local authority	Wiltshire
Inspection number	10066843
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 14
Total number of places	6
Number of children on roll	13
Date of previous inspection	15 October 2015

The childminder registered in 2006 and lives in Cricklade, Wiltshire. She operates Monday to Friday from 7.30am to 6pm throughout the year. The childminder receives funding to provide free early education for children aged two, three and four years.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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