

Childminder report

Inspection date	14 May 2019
Previous inspection date	9 May 2016

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Good	2 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 is loving and nurturing. She provides clear and consistent boundaries and skilfully helps children take turns and share. Children's behaviour is good.
- The childminder supports children's early literacy skills well. For instance, children thoroughly enjoy practising writing their names in sand and are beginning to learn initial letter sounds.
- Children are making good progress in their learning and development. The childminder tracks children's progress effectively, to support her to identify children's next steps and any gaps in development.
- The childminder uses self-evaluation accurately to develop her, to raise the quality of the service she is providing and to support her to identify further areas for improvement. For example, the childminder has clear plans for how she would like to further develop her outdoor area.
- Although the childminder regularly reflects on her practice, she has not used this to sharply focus on identifying training opportunities in order to help raise the quality of teaching to an even higher level.
- The childminder has not yet fully developed her partnerships with parents to gather information about children's achievements, interests and learning at home to maximise children's progress.

What the setting needs to do to improve further

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

- build on the professional development programme to raise the quality of teaching to an even higher level
- develop existing good partnerships with parents to help support children's continuity of learning even more precisely.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector took account of the views of parents through reading written feedback they had provided.
- The inspector spoke with children at appropriate times during the inspection and held a number of discussions with the childminder.
- The inspector sampled a range of relevant documentation, including the suitability of household members, risk assessments and policies and procedures.

Inspector

Kelly Sunderland

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder is aware of her role and responsibilities to safeguard children. She knows who to contact should she have any concerns about a child in her care. Overall, the childminder has good partnerships with parents. Parents speak highly of her effective communication with them about their child's day and how happy their children are in her care. The childminder uses risk assessment well to minimise risks to children in her home and on outings. The childminder has taken the first steps to developing relationships with other settings that children have just started at. She knows how she will work in partnership with them to support children's continuity in care and learning.

Quality of teaching, learning and assessment is good

The childminder uses her observations of children's play to help her to plan for their future learning. She is skilful at developing children's understanding of the world around them. For instance, children observe bumblebees in the garden and the childminder talks with the children about how bumblebees collect pollen to make honey. Children thoroughly enjoy planting sunflower seeds and learn about what plants need to help them grow. The childminder supports children's mathematical skills well. For example, she introduces mathematical concepts, such as 'heavy' and 'light', when children race too many cars down guttering and it starts to bend.

Personal development, behaviour and welfare are good

The childminder supports children's social skills effectively. For example, she encourages children to work together as they pull the hosepipe across the garden to fill up a water tray. The childminder provides a welcoming and stimulating environment, and children are engaged and motivated in their play. Children are provided with ample opportunities to develop their physical skills and play outdoors. They thoroughly enjoy exploring the childminder's garden and visit local parks. Children gain good independence skills as the childminder helps them to manage age-appropriate tasks confidently. For example, they confidently put on their shoes for outdoor play and butter their own toast at snack time.

Outcomes for children are good

Children are confident learners, and concentrate and persevere with the tasks they set out to complete. They develop good imaginative skills as they make pretend food in the outdoor mud kitchen. Children speak well and develop good language skills. They confidently ask questions and listen intently to the childminder's responses. Children maintain concentration for extended periods as they tip water down guttering in the garden. Children are well supported in their development and are well prepared for the eventual move on to school.

Setting details

Unique reference number	EY368678
Local authority	Wiltshire
Inspection number	10067708
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	5
Number of children on roll	13
Date of previous inspection	9 May 2016

The childminder registered in 2008 and lives in Upavon, Wiltshire. She operates from 7.30am to 5.30pm each weekday, during term time only. The childminder holds an appropriate qualification at level 3 and receives funding to provide free early education for children aged three and four years.

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