

Childminder Report

Inspection date

25 April 2017

Previous inspection date

4 February 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the 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 are happy and confident in the childminder's care. They share close and warm relationships with her, feel safe and are emotionally secure.
- The childminder uses self-evaluation successfully to identify areas for improvement and to ensure positive outcomes for children. For example, she has organised the playroom so that children can easily help themselves from the good variety of resources that support learning across all areas.
- Children make good progress from their individual starting points. The childminder finds out from parents about what their children already know and can do. She uses her assessments to identify any gaps in learning promptly, which she addresses through her effective planning of meaningful learning experiences.
- Partnerships with parents are strong. Parents are fully involved in their children's learning. There is good communication and daily exchanges about children's learning and activities at the setting and home.

It is not yet outstanding because:

- Occasionally, the childminder misses opportunities during spontaneous play to develop children's growing awareness and understanding of letters and sounds.
- The childminder shares some information with other settings about children's activities. However, she is not regularly aware of children's current achievements or next steps at other settings, to ensure planning for future progress is consistent.

What the setting needs to do to improve further

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

- provide children with more opportunities to develop their awareness of letters and sounds during play, to extend their literacy skills further
- develop further systems of sharing information with other early years settings that children attend, to consistently support future planning.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector sampled a range of documentation, including children's records and the childminder's policies.
- The inspector and the childminder observed children during activities and completed a follow-up discussion about children's learning and progress.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector took account of parents' views from their written comments.

Inspector

Michelle Tuck

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good knowledge and understanding of child protection issues and is aware of her role and responsibility to keep children safe. She knows what to do if she has concerns that a child may be at risk of harm. The childminder successfully keeps her knowledge and skills up to date. For example, she has undertaken training to help her support children to develop their physical skills and increase their understanding of the world. The childminder reflects on her practice to help her make changes and develop her teaching skills. For example, she liaises with other childminders and shares ways to improve activities and support children's progress.

Quality of teaching, learning and assessment is good

The childminder provides a wide range of activities and learning experiences, which children enjoy. For example, children fill containers with coloured rice and use their senses to explore and investigate. They use words such as 'hard' and 'bumpy' as they describe how the rice feels. The childminder helps the youngest children to develop their physical skills well. For instance, she holds their hands as they pull themselves up to stand, building their strength to become more mobile. The childminder encourages older children to be imaginative and supports them well as they explore resources and develop their own play ideas. For example, they pretend to make cups of tea, which they give to the childminder to drink.

Personal development, behaviour and welfare are good

The childminder is a good role model to the children. She gives them consistent messages about how they should behave, and lots of praise and encouragement for their efforts and achievement. Children learn to respect one another, take turns and share. Their behaviour is good. The childminder supports children's good health. For example, she teaches them to follow thorough hygiene routines and encourages them to make healthy choices. The childminder encourages children well to learn about their own safety. For example, they know that they must tidy away the toys, as they might trip on them.

Outcomes for children are good

Children develop good skills for future learning and moving on to school. The youngest children quickly learn to do things for themselves. For example, they skilfully pour water or milk from a jug into a cup at snack time. Older children excitedly engage in conversation, recalling past events. For instance, when sharing a story with the childminder, children describe what they did when they went on a visit to a fire station, such as watching the water spraying from the hose. Children speak in full sentences and develop good social skills through constant interaction with one another.

Setting details

Unique reference number	EY395930
Local authority	Wiltshire
Inspection number	1093954
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 7
Total number of places	6
Number of children on roll	7
Name of registered person	
Date of previous inspection	4 February 2015
Telephone number	

The childminder registered in 2009. She lives in Warminster, Wiltshire. She cares for children from Monday to Friday, all year round, with the exception of Christmas and bank holidays. The childminder receives funding to provide free early education for children aged two, three and four years. She holds an early years qualification at level 3.

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