

Childminder report

Inspection date: 9 September 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy and settled within the childminder's relaxed and welcoming home. The childminder has a range of easily accessible resources for children to choose from independently. She is kind and gentle in her approach and has developed close bonds with the children. They show that they feel emotionally secure. The childminder supports children in a calm manner to learn about the importance of sharing and taking turns. Children behave well and show good social skills. The childminder supports and encourages children to have a go at completing tasks on their own before she steps in to support them. She offers plenty of praise when children achieve tasks. This promotes their self-esteem and confidence well. The childminder gathers a wealth of information from parents when children start. This helps her to gain a good understanding of what children know, and how to best support them to move forward in their learning and development. The childminder plans a range of exciting and engaging activities that help children to make good progress. Children develop a love of books. They snuggle up with the childminder and enjoy listening to stories.

What does the early years setting do well and what does it need to do better?

- The childminder supports children's physical development effectively. For instance, children work hard together to build a balance track outdoors using pieces that slot together. They show good perseverance as they attach the pieces. Children practise their balancing skills and have fun jumping off the end of the track.
- Partnerships with other settings are good. The childminder has developed good links with them to ensure continuity in care and learning for children who attend two settings. She shares assessments with them and works closely with them to support children with their next steps in learning.
- Children benefit from a range of outings and experiences. For example, they attend weekly toddler groups where they socialise with children in larger groups, and they visit local parks and enjoy feeding animals when visiting farms. This supports children to learn about the world around them and how to care for animals.
- The childminder reflects on her provision well. She identifies further areas that she would like to improve and gathers the views of parents and children to support her with this. She has recently started asking older children to give their ideas and opinions on the activities and snacks they would like. This gives children a voice.
- Children's communication and language skills are developing well. The childminder supports older children with their pronunciation and engages them in meaningful conversations. She supports younger children by labelling toys and supporting them to repeat words back.

- The childminder supports her assistant well to ensure she meets the learning and care needs of all children. She ensures that she has a valid first-aid certificate to be able to be left with children for short periods. She ensures that her assistant has a good understanding of the safeguarding procedures to follow if she has concerns about a child's welfare.
- The childminder occasionally misses opportunities to extend children's learning as much as possible, particularly with regard to building further on their emerging counting skills.
- The childminder does not explore all possible opportunities to develop her professional skills to raise the quality of teaching to the highest level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has good understanding of her role to safeguard children. She is aware of the possible signs and symptoms of abuse. She knows how to report any concerns she may have about a child's welfare. The childminder knows the correct procedure to follow if an allegation was to be made against her, her assistant or a member of her family. She has a good understanding of wider safeguarding issues and how to report any concerns correctly. The childminder uses risk assessments effectively to keep children safe in her home and when on outings.

What does the setting need to do to improve?

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

- use all opportunities to extend children's learning even further, with particular regard to supporting their early counting skills
- strengthen professional development plans to help raise the quality of teaching to the highest level.

Setting details

Unique reference number	EY416087
Local authority	Wiltshire
Inspection number	10067715
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 9
Total number of places	10
Number of children on roll	20
Date of previous inspection	5 July 2016

Information about this early years setting

The childminder registered in 2010 and lives in Calne, Wiltshire. She is open Monday to Friday from 8am until 6pm, 48 weeks of the year. The childminder has a qualification in childcare at level 3 and employs one assistant.

Information about this inspection

Inspector

Kelly Sunderland

Inspection activities

- The inspector observed the quality of teaching activities indoors and outdoors, and assessed the impact of this on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector completed a 'learning walk' with the childminder, looking at all areas of her home that she uses for childminding.
- The inspector considered the views of children and parents spoken to on the day.
- The inspector sampled a range of relevant documentation including suitability of household members and the childminder's assistant, policies and procedures and children's learning records.

We carried out this inspection 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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