

Childminder report

Inspection date	12 February 2019
Previous inspection date	21 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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The experienced and well-qualified childminder provides good-quality care and learning for all children. She makes very good use of training and her own research to improve her practice and benefit children, for example in developing their language skills.
- The rich variety of activities and highly stimulating environment ensure that children are very eager to join in and totally absorbed in their play. They enthusiastically explore, concentrate for long periods and are highly creative.
- The extremely warm and sensitive approach of the childminder and her assistant help children form strong emotional attachments. From this very secure base, they gain confidence and become highly independent and self-assured.
- Children gain an excellent understanding of how to keep themselves safe and healthy. They become aware of their own capabilities and learn a great deal about looking after their bodies.
- The childminder is a good teacher. Children love her enthusiastic and fun approach. She uses the daily routine very effectively to extend children's learning, building on what they already know, so that all make good progress.
- The childminder accurately tracks children's progress and highlights any areas where they are falling behind. This ensures she quickly spots those at risk of not meeting developmental milestones. She works in partnership with parents and other professionals to ensure children get the help they need to catch up.
- The childminder does not always make best use of her assistant, who sometimes spends time on routine tasks when children would benefit from more adult interaction.
- The childminder does not regularly share information with staff from other settings that children attend, so that she and they can support children's learning in a consistent way.

What the setting needs to do to improve further

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

- review the role of the assistant to enable all children, especially the younger ones, to consistently receive high-quality support during their play in order to maximise their learning
- strengthen partnerships with staff from other settings that children attend and routinely share information to enable greater consistency in children's learning.

Inspection activities

- The inspector observed the childminder and her assistant interacting with children during activities inside and in the garden.
- The inspector discussed with the childminder how she meets children's individual care and learning needs.
- The inspector looked at documentation, such as children's records, evidence of the suitability of adults living in the home, the qualifications of the childminder and her assistant, and policies and procedures.
- The inspector took account of parents' views from speaking with a parent during the inspection and through written comments.

Inspector

Rachel Edwards

Inspection findings

Effectiveness of leadership and management is good

The childminder and her assistant complete regular training to ensure they are up to date with child protection issues. They know how to recognise, record and report any concerns about a child's welfare. The childminder is vigilant and persistent in pursuing any concerns she has. Safeguarding is effective. The childminder reflects thoughtfully on her practice. For example, she recently focused on promoting healthy eating. She sought children's and parents' views and researched national guidelines on nutrition and portion size, to provide healthy meals. Children help to grow and cook vegetables. The childminder has plans to erect a poly tunnel this year so they can grow vegetables all year round. She continually expands her knowledge of child development to improve her teaching, for example by gaining a qualification in therapeutic play.

Quality of teaching, learning and assessment is good

Children develop excellent social skills as they share, take turns and talk about what they are doing. For example, they work together, chattering as they busily fill cake tins in the richly resourced mud kitchen. Children have wonderful opportunities to learn about the natural world, for example caring for chickens. They guess how many eggs the chickens have laid and match this to the corresponding numeral. The childminder extends this learning well to help children make good progress in mathematics. For example, when children put three bowls out for snack, she shows them how to use their fingers to count how many more bowls they need for all their friends. The childminder asks searching questions that stimulate children's imagination and require them to think deeply. For example, she asks 'How will you get the lorry out of the mud?' Young children enjoy using all their senses, for example when they make sounds by trickling rice onto a xylophone or try to pick up slippery noodles.

Personal development, behaviour and welfare are outstanding

The childminder knows the children and their families exceedingly well so she can talk to children about things that matter to them, supporting speech and self-confidence very well. Her play therapy training helps her give outstanding support to children as they learn to manage strong emotions. For example, they use puppets to talk through their experiences. Children are utterly absorbed in their play from when they arrive until they go home. They readily choose what to play with, express their views confidently, listen attentively and persevere with difficult tasks, such as cutting fruit. The childminder and her assistant listen to children with genuine interest, so they feel valued. The older children are impressively kind to the younger ones. For example, when a young child is upset, they offer them their pot of bubbles. Children learn about other ways of life, for example watching clips about China as they celebrate the Chinese New Year.

Outcomes for children are good

Children become highly independent and very self-assured individuals. They are sensitive to others, kind and cooperative and make friends easily. Children use their growing understanding of mathematics, for example, to share fruit and biscuits equally. They make marks with pleasure in many ways and begin to link some sounds to the letters that represent them. Children are prepared well for their future learning.

Setting details

Unique reference number	EY426119
Local authority	Wiltshire
Inspection number	10066854
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 10
Total number of places	12
Number of children on roll	16
Date of previous inspection	21 October 2015

The childminder registered in 2011 and lives in Axford, Wiltshire. She operates Monday to Friday from 7.30am to 6pm, all year round, except for bank holidays and family holidays. The childminder receives funding for the provision of free early education for children aged two, three and four years. She holds a level 3 qualification in early years childcare and works with an assistant.

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