

# Childminder report

|                          |               |
|--------------------------|---------------|
| <b>Inspection date</b>   | 15 May 2019   |
| Previous inspection date | 22 April 2015 |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|---------------------------------------------------------------|-------------------------|-------------|----------|
|                                                               | 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 knows the children well, even those who have not long been attending. She provides learning experiences that are based on their interests and needs. She assesses children's development when they start and identifies what they need to learn next. She plans to help children make good progress from their starting points.
- Children form secure attachments with the childminder. They show they feel safe and secure as they confidently explore the toys and resources. They know the childminder is there for reassurance and comfort when needed.
- The childminder has attended plenty of professional development opportunities to keep her knowledge and skills up to date. For example, following behaviour management training, she is now able to identify more quickly the underlying reasons behind reoccurring behaviours, such as biting. This enables her to use different strategies and work more closely with parents to combat any disruptive incidents.
- Children play and learn in a welcoming, bright and child-friendly environment. They are able to choose their activities and have space to sit quietly and, for example, look at books.
- The childminder has effective settling-in sessions that enable her to get to know the children quickly. This enables her to form close relationships with them and they soon become confident to leave their parents and settle in her care.
- At times, the childminder does not enable children to add additional resources to their activities to extend their own play and learning further.
- Occasionally, opportunities for children to be creative are too adult directed and do not allow children to use their imaginations fully.

## What the setting needs to do to improve further

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

- increase opportunities for children to use additional resources and lead their own way in their play and learning
- enhance opportunities for children to use their imaginations when creating their own artwork.

### Inspection activities

- The inspector observed the childminder's interactions with the children and the impact on children's learning.
- The inspector talked to the childminder and children at appropriate times during the inspection, and viewed the areas of the premises used for childminding.
- The inspector sampled a range of documentation, including suitability checks, training certificates, children's records and policies.
- The inspector viewed written feedback from parents and took account of their views.
- The inspector observed an activity and discussed the childminder's evaluation of this with her.

#### Inspector

Charlotte Jenkin

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has attended regular child protection training and kept up to date with wider safeguarding issues. She knows the procedures to follow if she is concerned about a child's welfare. She keeps pertinent information regarding child protection issues and procedures close to hand for ease of reference. The childminder evaluates her practice and identifies areas for improvement. For example, she has made the environment richer in print to encourage children's awareness of letters and numbers. She is planning to encourage more feedback from parents about their children's achievements at home, such as through her online assessment system, to help her plan for children's development more closely together. Parents report they are happy with the care and education their children receive. They are happy with the feedback they receive about their child's progress and routines.

### Quality of teaching, learning and assessment is good

The childminder gets down to the children's level and supports them well as they play and learn. She models how things work so they can have a go and encourages them to persevere as they learn new skills. For example, she shows children how to squeeze dough out of the syringe, and when they try but are not initially successful, she encourages them to try harder. This supports children's confidence as well as their physical skills. The childminder promotes children's language development well. For example, she repeats what children say correctly and reinforces new words as they play, such as 'squash' and 'snail'. She responds to children when they communicate their needs, such as by using signing or pointing. This helps children to learn that they are understood so they increase in confidence in communicating their wants and needs.

### Personal development, behaviour and welfare are good

Children behave well. The childminder encourages young children to take turns and share in their play. She praises them for their achievements, such as when they allow another child to hold their model. This helps to develop children's confidence and self-esteem. Children enjoy regular trips in the local environment for fresh air and exercise. For example, they visit parks where they climb and balance, and take the dogs for walks in the woods. The childminder helps children learn about their own safety, such as how to cross the road safely and stay together when out. They learn to accept the similarities and differences between themselves and others, such as by looking at and talking about the diverse pictures in a book the childminder has made.

### Outcomes for children are good

Young children develop confidence in their communication skills. For example, children rub their tummies when they are hungry and point upstairs when they need a sleep. More-able children develop good speaking skills and engage in conversations as they play. Children concentrate for long periods of time when they are engaged in their activities. They develop appropriate self-care skills, such as washing their hands independently before eating and after messy play. Children acquire some useful skills that will prepare them for their next stage in learning.

## Setting details

|                                    |                                                                                   |
|------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>     | EY447507                                                                          |
| <b>Local authority</b>             | Swindon                                                                           |
| <b>Inspection number</b>           | 10060534                                                                          |
| <b>Type of provision</b>           | Childminder                                                                       |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>               | Childminder                                                                       |
| <b>Age range of children</b>       | 2 - 2                                                                             |
| <b>Total number of places</b>      | 6                                                                                 |
| <b>Number of children on roll</b>  | 4                                                                                 |
| <b>Date of previous inspection</b> | 22 April 2015                                                                     |

The childminder registered in 2012 and lives in Swindon, Wiltshire. She operates from Monday to Friday all year round. The childminder provides funded early education for two-, three- and four-year-old children.

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