

Inspection date	22 April 2015
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Not applicable	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Children are happy and content in the childminder's care. The childminder develops strong bonds with children that result in positive relationships, which in turn meet their emotional needs well.
- Children are making good progress in their learning and development. This is because the childminder completes regular observations of children at play and plans for their next steps effectively.
- The childminder has good relationships with parents. She shares information about the children's daily activities and keeps them updated on their developmental progress. This helps to promote continuity of care and learning between the home and the setting.
- The childminder fully understands the safeguarding and welfare requirements. She implements clear policies, procedures and risk assessments to aid the smooth running of the setting and promote children's safety and well-being.

It is not yet outstanding because:

- The childminder does not always organise the play area well to make best use of space and resources.
- The childminder does not effectively promote children's awareness of diversity and the wider world to build on their understanding of similarities and differences.

What the setting needs to do to improve further

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

- organise resources and space more effectively to ensure children benefit from all learning opportunities and are able to make independent choices during play
- Provide better opportunities for children to develop their understanding of diversity and the wider world, for example, through images, resources and activities.

Inspection activities

- The inspector spoke with the childminder at convenient times.
- The inspector observed children engaged in activities and the childminder's interaction with them.
- The inspector sampled relevant documentation, including policies, procedures, children's planning and the childminder's risk assessments, and discussed these with her.
- The inspector viewed all areas of the house that children use and the toys and resources available.

Inspector

Gina Chamberlain

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The quality of teaching is good. The childminder has a good understanding of how children learn and provides play activities that are relevant to their abilities and interests. This means that children enjoy their experiences, which helps them to learn. The childminder interacts with children effectively during play to enhance their learning experiences. She talks with children consistently, and uses skilful questioning techniques to support children's developing language and help them to express their own ideas and extend their thinking. For example, children explore a variety of play food items as the childminder questions what food they would like to put into the oven to cook. Children discover how to make things work, for example, by pressing a button on the toy oven which lights up and makes a noise. The childminder takes children on trips to the local park and toddler groups, which develops their physical and social skills. This enables children to spend time with larger groups of adults and children, which supports them in moving toward the next stages of their learning.

The contribution of the early years provision to the well-being of children is good

The childminder is calm and consistent in her approach to caring for children and uses praise and encouragement effectively. As a result, children demonstrate good levels of self-esteem and feel confident in her care. Children behave well because the childminder gives them gentle reminders about acceptable behaviour. This helps children to understand her expectations. The childminder works with parents to ensure they provide their children with healthy snacks and meals. This supports children's developing understanding of how to keep themselves healthy. The childminder encourages children to develop skills in self-care. For example, children help to lay the table before meals. Children benefit from daily fresh air and exercise because the childminder makes regular trips to the local playgrounds and duck ponds.

The effectiveness of the leadership and management of the early years provision is good

The childminder has a good understanding of the requirements of the Early Years Foundation Stage. She is fully aware of the correct procedures to follow should she have a concern about a child's welfare. The childminder is effective in monitoring children's ongoing progress and targeting key areas for their development. This ensures that children make consistently good progress towards their early learning goals. The childminder has a firm commitment to the process of self-evaluation. For example, she successfully identifies areas for future development and how she plans to achieve these goals through further training. This helps to improve outcomes for children. The childminder is aware of the need to work with other professionals to provide continuity of support for individual children.

Setting details

Unique reference number	EY447507
Local authority	Swindon
Inspection number	895997
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	1
Name of provider	
Date of previous inspection	Not applicable
Telephone number	

The childminder registered in 2012. She lives with her family in Swindon, Wiltshire.

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