

Childminder report

Inspection date	2 July 2019
Previous inspection date	11 November 2015

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Good	2 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 provides children with a warm and welcoming environment. She forms close bonds with the children and they go to her for reassurance and cuddles. Children demonstrate that they enjoy their time with the childminder.
- The childminder has developed effective partnerships with other settings children attend. The childminder regularly shares information to ensure consistency in the care and teaching children receive across the settings.
- Children develop good communication and language skills. The childminder places a strong emphasis on developing children's speech. For example, she supports younger children and children who are learning English as additional language to learn new words and engages older children in conversations.
- Children's behaviour is good. The childminder supports children well to learn about turn taking and provides clear explanations about expected behaviour.
- The childminder has not fully explored ways to further enhance her professional development to continue to build on her already good-quality teaching.
- Although the childminder makes accurate observations of children's learning, she does not track children's progress precisely enough to reflect their current skills and abilities to help accurately identify their progress.

What the setting needs to do to improve further

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

- strengthen the plans for professional development to drive the quality of teaching further and secure the highest levels of achievement for all children
- develop tracking of children's progress further so that it precisely reflects children's skills and abilities and clearly identifies the progress they are making.

Inspection activities

- The inspector observed the quality of teaching during the childminder's interactions with children and assessed the impact that it has on their learning.
- The inspector took account of the views of parents through reading written feedback provided.
- The inspector completed a joint evaluation of an activity with the childminder and discussed this with her.
- The inspector held a number of discussions with the childminder and she looked at a selection of relevant documentation.
- The inspector spoke with children during the inspection.

Inspector

Kelly Sunderland

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder has a strong knowledge of child protection and how to keep children safe. She knows the correct procedure to follow if she has concerns about a child and the possible signs to be aware of. The childminder has developed effective partnerships with parents. For example, she provides parents with a wealth of information that supports them with their child's development at home. The childminder regularly reflects on her provision to make improvements that will benefit children. For instance, she is now working on developing her garden.

Quality of teaching, learning and assessment is good

The childminder uses her observation to plan what children need to learn next and plans enjoyable, engaging activities. For example, children thoroughly enjoy matching numbered cars into the matching numbered car parking space, this supports their mathematical development well. The childminder supports children's early literacy skills well. For instance, as children complete simple three-letter-word puzzles, the childminder sounds out the letter sounds and children can sound out the initial sound. The childminder supports children's imaginative play and problem-solving skills well. For example, children have great fun designing and building dens using blankets, and the childminder supports children to think about what they will use to keep the blankets up.

Personal development, behaviour and welfare are good

The childminder promotes children's independence skills well. For example, she gives children plenty of time to do things on their own, such as putting on their shoes and jackets. She gives children lots of praise and encouragement and this boosts them to keep trying. Children are happy when they complete tasks on their own. The childminder promotes children's health and well-being effectively. For instance, she ensures that parents are on board with providing healthy snacks and lunches and that children are physically active each day. Children enjoy trips in the local community, attending group activities and going for walks in the local area.

Outcomes for children are good

Children happily play, learn and explore in the childminder's company. They are progressing well from their starting points, including children who are learning English as additional language. Children show good social skills; they play harmoniously together and enjoy making games up together. They are confident and motivated to learn. Children are developing the key skills required for the next stage in their learning and their eventual move to school.

Setting details

Unique reference number	EY449207
Local authority	Swindon
Inspection number	10072075
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 2
Total number of places	6
Number of children on roll	10
Date of previous inspection	11 November 2015

The childminder registered in 2012. She lives in Swindon, Wiltshire. The childminder works Monday to Friday, from 7am to 7pm, all year round. The childminder holds a relevant childcare qualification at level 2. She provides funded early education for three- and four-year-old children.

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