

# Childminder Report

<b>Inspection date</b>	14 March 2018
Previous inspection date	17 April 2014

<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 the 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

- Children enjoy rich and stimulating play experiences, ably supported by the childminder and her assistant. Overall, children make good progress in their development.
- The childminder places strong emphasis on safeguarding. She ensures she follows safe recruitment processes when taking on new assistants to ensure their suitability.
- Children are relaxed and happy in the caring and welcoming atmosphere. They build strong relationships with others and behave well.
- The childminder is proactive and forward thinking with regards to making improvements. She gains help and guidance from other professionals to help shape her future plans, such as improving outdoor, physical play equipment.

### It is not yet outstanding because:

- On occasions, adult-led teaching is not pitched precisely to what the childminder knows about individual children's learning and development.
- Although children receive good support with their communication and language, it is not of the highest quality. Children who are below typical levels in speaking do not catch up as rapidly as possible.
- The childminder does not gather a complete picture of family backgrounds, although partnerships with parents are generally strong.

## What the setting needs to do to improve further

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

- evaluate and improve adult-led teaching activities more rigorously so they are pitched more precisely to individual children's learning and development needs
- build on teaching techniques to support children's communication and language further, particularly for children below expected levels of development to help them catch up more rapidly
- strengthen information gained from parents about children's family backgrounds.

### Inspection activities

- The inspector spoke to children, observed their play activities indoors and outdoors, looked at the available resources and read relevant documentation.
- The inspector discussed the childminder's leadership and management, including safeguarding and self-evaluation methods.
- The inspector carried out a joint observation with the childminder.
- The inspector read written feedback from the parents.

### Inspector

Lorraine Wardlaw

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a confident understanding of her responsibilities. She understands how to follow local procedures to address any concerns about children's welfare, including protecting them from extreme views and behaviour. She is committed to improving her provision and developing her assistant's knowledge and skills, which benefits the children in her care. For example, she attended training on safer recruitment and letters and sounds to help embed strong practice. The childminder keeps an accurate self-evaluation record which includes her points to improve. Overall, the childminder works effectively with parents. She shares her learning records with them to enable a shared approach to each child's care and learning and development.

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

The childminder and her assistant actively encourage children's learning by providing a stimulating environment and purposeful teaching support. For example, the childminder joins in sensory play with tapioca, coloured pots and different-sized teddies. She demonstrates how to sort colours and to count, and, in general, extends their language skills, modelling some vocabulary. She makes marks in the tapioca, which children copy to help develop their pre-writing skills. During an adult-led activity of 'silly soup', she offers good instruction to her assistant on how to support children's learning better and to follow their lead. The childminder tracks children's progress accurately and plans for their next learning steps; overall, she has a secure understanding of the process.

### Personal development, behaviour and welfare are good

The childminder looks after children well. They enjoy attentive care and cuddles, particularly when they feel tired. Younger children's daily personal care routines are matched closely to those at home. Children learn about healthy lifestyles and enjoy physically active play in the fresh air every day. They are helped to make healthy food choices, drink water and safely use plastic cutlery. For example, they spread cheese on their rice cake and cut up soft fruit. Children are developing a keen sense of personal independence and follow handwashing routines closely. They are well supervised, particularly during mealtimes to ensure swift action is taken in the event of a first-aid emergency. The childminder has strict safety rules regarding the pet dogs and cat to help keep children safe and minimise cross-infection.

### Outcomes for children are good

Children settle well in the exciting environment, such as when they talk about and watch fish in the bubble tube in the sensory area. They enjoy making decisions in play and confidently try various play activities, such as throwing up and catching coloured scarves and moving their bodies to the music. They enjoy listening to stories and looking through favourite books independently. Children become engrossed in exploring the tapioca, talk about the bears, are beginning to sort colours and use their imagination. Most children are motivated learners and are developing the key skills they need for school.

## Setting details

<b>Unique reference number</b>	161561
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	1086635
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	18
<b>Number of children on roll</b>	17
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	17 April 2014
<b>Telephone number</b>	

The childminder registered in 2001. She lives with her partner, daughter and adult son in a semi-detached home in Ludgershall, Wiltshire. The childminder is in receipt of funding for children aged two, three and four years. At times, the childminder works with an assistant. The childminder takes and collects children from local schools and pre-schools and is open from 6.30am to 6.30pm all year round.

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