

# Childminder Report

## Inspection date

11 August 2015

Previous inspection date

9 May 2011

| <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        |
| 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 <b>meets legal requirements for early years settings</b>                   |                         |             |          |

## Summary of key findings for parents

### This provision is good

- The childminder is kind, caring and sensitive to children's needs, supporting them positively to develop high confidence and self-esteem.
- The childminder uses her qualification and child development knowledge well to securely track children's progress. This helps her to identify gaps in their learning to provide activities that address them. This also means that children enjoy a good variety of interesting and stimulating activities that meet their learning needs.
- The childminder works positively with parents and other settings children attend to share information about children's routines and learning needs. This means children enjoy good consistency and continuity in their care and learning
- The childminder communicates with children well to ask questions and provide information that develops their language and vocabulary.
- The childminder has a secure understanding of safeguarding matters. She knows the procedures to follow to keep children safe from harm.

### It is not yet outstanding because:

- The childminder does not always use opportunities to extend children's developing understanding and use of mathematics further, to count, sort and group things.
- Children enjoy playing in the childminder's garden. However, she does not always extend opportunities for them, especially the younger ones, to explore and investigate in more depth to build on their curiosity and promote their active learning. For example, through digging, planting, constructing, and exploring the characteristics of liquids and the natural world more frequently.

## What the setting needs to do to improve further

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

- introduce more mathematical learning in children's play and routines to extend their use of numbers, quantity and size
- extend children's learning outdoors, especially for younger children, so that they have more opportunities to explore and investigate to deepen their curiosity and active learning.

## Inspection activities

- The inspector spoke with the childminder throughout the inspection at convenient times about her practice and procedures.
- The inspector sampled a range of the childminder's written policies and procedures, her self-evaluation document and the children's learning records.
- The inspector took into account written testimonies from parents for inspection purposes.
- The inspector observed the childminder and children engage in play indoors and outdoors.

## Inspector

Janet Armstrong

## 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 adapts her interaction and the challenges she provides children, depending on their age and stage of development. This means all children enjoy their learning and make good progress from their starting points. The childminder observes, assesses and plans for children's continuous learning by working effectively with parents and other settings children attend to ensure activities target children's specific needs. This means older children learn letter sounds and how to use tools safely and for a purpose. For example, they use a knife to cut up their fruit under supportive supervision and instructions from the childminder. Her vocabulary and description means that children learn the meaning of words, such as 'saw it backwards and forwards' to help them achieve the task. Younger children enjoy experimenting in the sand, looking at what happens when they pour it. The childminder describes what they are doing, giving meaning and words to their actions.

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

The childminder develops children's sense of belonging and security well. She provides a warm, welcoming and family-orientated home that is safe for children to explore. The childminder has a close bond with children, giving them lots of praise and reassurance, which encourages them to explore and try new things. Children explore the childminder's home and garden with confidence. Young children know how to move from the different areas safely, holding on to steady themselves when they use the steps. This helps them to become independent and self-assured in their abilities. The childminder works closely with parents to follow children's familiar routines. The childminder is a positive role model. She provides clear, firm and consistent boundaries, so that children of all ages know the house rules and her expectations for safe and harmonious play. This enables them to adapt their behaviour to play well and safely with others. Children enjoy physical activities outdoors and use equipment to develop control and coordination of their bodies. These activities prepare children well for the next stage of their learning and moving on to school.

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

The childminder meets the requirements of the Early Years Foundation Stage well. She uses support from other professionals and knowledge from training to update her skills and gain confidence in what she does. This helps her to adapt her practices and provide good quality experiences for children. The childminder monitors and evaluates her educational programmes well, making changes through her observations of children's reactions to activities. She has addressed the recommendations raised at her last inspection to ensure children make good progress and enjoy their learning.

## Setting details

|                                    |             |
|------------------------------------|-------------|
| <b>Unique reference number</b>     | EY419822    |
| <b>Local authority</b>             | Dorset      |
| <b>Inspection number</b>           | 832598      |
| <b>Type of provision</b>           | Childminder |
| <b>Registration category</b>       | Childminder |
| <b>Age range of children</b>       | 0 - 8       |
| <b>Total number of places</b>      | 6           |
| <b>Number of children on roll</b>  | 6           |
| <b>Name of provider</b>            |             |
| <b>Date of previous inspection</b> | 9 May 2011  |
| <b>Telephone number</b>            |             |

The childminder registered in 2010 and lives in Shaftesbury, Dorset with her husband and three children. She offers care every day from 8am until 5.30pm, all year round. The childminder has a relevant childcare qualification to level 3.

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