

# Childminder Report

<b>Inspection date</b>	9 September 2015
Previous inspection date	9 January 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Outstanding	1
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

- The childminder provides a safe and welcoming environment, where children learn well through play and exploration.
- The childminder plans a broad range of activities and learning experiences according to children's interests and learning priorities. Children are keen to join in and have a go.
- The children build good relationships with the childminder and one another. They learn to cooperate, and to respect others and their differences.
- The childminder monitors children's development effectively, which enables her to identify and address any gaps in their learning quickly. This attention helps all children to make good progress.
- Excellent partnerships with parents and other early years professionals enable the childminder to meet individual needs well. Parents report positively on the 'excellent' communication about their children's learning and time with the childminder.
- The childminder continually reflects on her provision to make sure she is meeting requirements and updating procedures. For example, she has reviewed and changed her assessment system to enable parents to contribute to assessments more frequently.

### It is not yet outstanding because:

- The childminder misses chances to encourage children to solve problems during their play.
- The childminder misses opportunities to extend children's awareness that print carries meaning.

## What the setting needs to do to improve further

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

- extend opportunities for children to solve problems during their play
- increase opportunities for children to see and use print in the play environments.

### Inspection activities

- The inspector observed children's activities in the childminder's home and garden.
- The inspector talked to the childminder and children about their activities.
- The inspector looked at a sample of documents, which included children's progress records.
- The inspector took account of the parents' views obtained from the childminder's feedback forms and letters written for the inspection.

### Inspector

Brenda Flewitt

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder organises her home effectively to meet children's learning and care needs well. Safeguarding is effective. The childminder has a good understanding of the requirements. She is clear about child protection issues and reporting arrangements. She knows how to monitor children's progress effectively. The childminder keeps up to date with new requirements and implements these. She regularly develops her knowledge. For example, training has helped to improve her teaching of some aspects of mathematics. The childminder has addressed the recommendation from the previous inspection to help maintain her high standards. She has extended her partnership with parents and is proactive in seeking parents' views to improve her provision.

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

The qualified childminder provides a stimulating environment with a varied range of toys and resources. Children select independently to extend their play. They are keen to take part in adult-led activities and are good at playing independently. At the inspection, children enjoyed acting out real-life situations. They learnt about caring for babies as they washed, dried and dressed dolls. Children experimented with paints. They enjoyed making patterns with leaves they had collected from the garden. The childminder promotes children's language skills well, such as when she talks with them. For example, she names objects, people and children's actions to extend their vocabularies. She encourages children to engage in conversations. The childminder takes children on a range of outings that extend their learning. They meet other people, use alternative play equipment and gain a good understanding of their local community.

### Personal development, behaviour and welfare are good

Children are happy, settled and secure. The childminder knows children well as individuals and values each child's ideas. She encourages children to have a positive attitude to people's differences. She praises their efforts and achievements, which boosts their self-esteem. The childminder teaches children about staying safe in the home and when on outings. For example, children learn about road safety and using equipment correctly. Children have fresh air and exercise every day to promote their good health. Children are taught to take calculated risks. They develop good physical skills.

### Outcomes for children are good

Children develop increasing independence in practical skills and caring for themselves. They learn to manage their own clothes and practise good personal hygiene routines independently. Children develop a good understanding of numbers and are starting to develop skills for writing. They are confident in relating to other people, choosing activities and making their needs known. All these skills help to prepare children well for starting school.

## Setting details

<b>Unique reference number</b>	138714
<b>Local authority</b>	Dorset
<b>Inspection number</b>	825705
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	9 January 2009
<b>Telephone number</b>	

The childminder registered in 2000. She lives in Ferndown, Dorset. The childminder provides childcare each weekday, all year round. She holds a relevant level 3 qualification and is accredited to receive government funding to provide free early education for children aged two, three and four years.

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