

# Childminder Report



## Inspection date

9 November 2015

Previous inspection date

3 March 2011

<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 has a very calm, reassuring approach that children respond to positively. She helps children feel safe and actively supports their emotional well-being.
- The childminder continues to attend training and has completed her early years foundation degree. This has helped her develop a good understanding of child development and make changes to the play environment to promote the inclusion of all children further.
- The childminder forms positive, supportive relationships with parents. They comment very highly on the learning opportunities provided that support their child's needs.
- The childminder promotes children's physical well-being very well. She provides exciting experiences to help children develop their physical strength and abilities.
- The childminder provides a comfortable, welcoming home where children move around easily making choices in their play. She actively encourages their independence and supports them in learning through exploration and discovery.

### It is not yet outstanding because:

- The childminder has not established consistent systems to evaluate and fully promote continual improvements in all areas of her practice.
- The childminder has not fully established ways to encourage more involvement from parents to help them consistently promote their child's ongoing learning.

## What the setting needs to do to improve further

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

- strengthen self-evaluation so all aspects of practice are consistently reviewed and areas to improve are clearly identified and effectively addressed
- make more use of assessments to support parents' involvement further to fully promote a consistent approach to children's learning.

### Inspection activities

- The inspector observed children's play and activities indoors.
- The inspector sampled documentation, such as operational policies and procedures and required records, including those relating to suitability.
- The inspector took into account the parents' written views.
- The inspector had discussions with the childminder and children.

**Inspector**  
Mary Daniel

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder understands the importance of suitability checks for those working or living on the premises and initiates this process. However, she has not promptly followed up the completion of all required checks. When she identified this issue, she immediately addressed it to enable checks to be quickly processed. There is no significant impact on children as the childminder does not leave other adults unsupervised with children. The childminder monitors her assistant's work through regular discussions and sharing of her operational policies and procedures, which she implements to guide her good practice. Safeguarding is effective. The childminder continually updates her knowledge of child protection and reviews her clearly detailed policies. This helps her to fully understand the importance of her safeguarding responsibility to protect children's welfare.

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

Teaching is good. The childminder is experienced and qualified and motivates children's learning very well. She makes clear observations of children's play and uses these to provide exciting play activities that actively promote their good progress. For example, older children developed their creativity and were fascinated as they mixed paints and talked about the different colours they made. Younger children eagerly joined in as they explored the texture and colour of paint with their hands. Children develop an awareness of their community, for instance, when they visit the library and look at the colourful displays at carnival time. The childminder has developed a consistent approach to building on children's learning. For example, she liaises effectively with providers at other settings children attend.

### Personal development, behaviour and welfare are good

Children feel valued and welcomed by the friendly childminder. She recognises children as individuals and respects their particular needs. Children are very settled and content with the childminder. She promotes their good health and well-being very well. For example, children have great fun crawling, rolling and climbing at a soft play centre. They like going for walks and excitedly jump in puddles. The childminder encourages children's independence well and younger children learn to feed themselves from an early age. She talks to children about possible safety issues and helps them understand how to take safe risks in their play. The childminder praises children often and effectively promotes positive behaviour. Children behave well, gain confidence and good self-esteem. They share toys, play happily together and learn to respect the needs of others.

### Outcomes for children are good

Children are learning a good range of skills that prepare them well for future learning. They communicate very well, and are active and confident learners.

## Setting details

<b>Unique reference number</b>	EY365825
<b>Local authority</b>	Dorset
<b>Inspection number</b>	827810
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Age range of children</b>	0 - 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	10
<b>Name of provider</b>	
<b>Date of previous inspection</b>	3 March 2011
<b>Telephone number</b>	

The childminder registered in 2007. She lives in Gillingham, Dorset. The childminder receives funding to provide free early years education for children aged two, three and four years. She holds a foundation degree in early years. The childminder cares for children Monday to Friday, all year round. At times, the childminder works with an assistant.

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