

Childminder Report



Inspection date 20 November 2015
Previous inspection date 18 January 2012

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|-------------|----------|
| | 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 develop strong bonds with the childminder. They are happy and settled in the warm and welcoming environment provided.
- The childminder promotes a healthy lifestyle through a variety of activities. For example, children go for walks and enjoy healthy snacks.
- Children make good progress from their starting points when they first attend. The childminder uses accurate assessments of children's learning to plan their progression successfully.
- The childminder has high expectations of children, such as with their personal care. They respond well to this and demonstrate high levels of independence.

It is not yet outstanding because:

- The childminder misses some opportunities during planned activities and children's spontaneous play to fully extend children's learning, particularly relating to their knowledge and understanding of the world.
- The childminder has not fully developed her self-evaluation to include the views of parents and children, and some areas for further development.

What the setting needs to do to improve further

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

- make better use of all opportunities to build on what children know and extend their understanding of the world
- develop self-evaluation processes further to include the views of parents and children, and identify all areas for further improvement and take steps to address them.

Inspection activities

- The inspector spoke with the childminder and the children at appropriate times during the inspection.
- The inspector observed interaction between the children and the childminder during play and care routines.
- The inspector looked at a range of documentation including the childminder's self-evaluation, qualifications and policies and procedures.
- The inspector looked at records of children's learning and the childminder's planning and assessment records.
- The inspector looked at all suitability checks for adults living on the premises.

Inspector

Helen Harper

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder understands her responsibilities and knows what to do if she has any child protection concerns. She uses regular checks of the environment and her equipment, as well as effective safety measures, to ensure children are safe. The childminder has a good understanding of how to monitor children's progress and identify gaps in their learning and development. She knows who to contact if she needs additional support for children and their families. The childminder updates her knowledge through training in order to maintain and further enhance her practice.

Quality of teaching, learning and assessment is good

The childminder forms good relationships with parents and gathers information from them when children start with her. This helps her promote children's learning and ensure that she meets their needs. The childminder gets to know children well and supports them to form secure attachments. She knows their interests and routines, and makes sure there is a variety of toys and activities for them to choose from. Children receive effective support and develop good communication skills. For example, the childminder encourages children to talk about their activities. Overall, she expands on what they say, such as providing the correct words for objects, naming colours and introducing letter sounds.

Personal development, behaviour and welfare are good

The childminder is a positive role model and encourages children to share and take turns. She consistently demonstrates and sensitively communicates her expectations of good behaviour and the importance of sharing. This helps to promote children's confidence and self-esteem. Children follow good hygiene routines and enjoy healthy snacks. They regularly go on a variety of outings and attend pre-school groups with the childminder. She uses these varied experiences to help promote positive attitudes to exercise and increase children's social skills and confidence. The childminder raises children's awareness of other cultures and diversity in different ways, for example, through celebrating a variety of festivals and special events.

Outcomes for children are good

Children make good progress in their learning. They gain the skills needed for their next stage in learning and are well prepared for their move to pre-school or school.

Setting details

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|------------------------------------|---|
| Unique reference number | EY430144 |
| Local authority | Dorset |
| Inspection number | 823575 |
| Type of provision | Childminder |
| Day care type | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 1 - 4 |
| Total number of places | 6 |
| Number of children on roll | 5 |
| Name of provider | |
| Date of previous inspection | 18 January 2012 |
| Telephone number | |

The childminder registered in 2011. She lives in Christchurch, in Dorset. She operates from 8am until 6pm Monday to Friday, except for bank holidays. The childminder holds an appropriate childcare qualification at level 3.

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