

Childminder Report

Inspection date

22 February 2016

Previous inspection date

20 September 2010

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 and form good relationships with their friends. They are happy and settle very well in the welcoming environment.
- The childminder reflects well on all aspects of her practice to help identify and make improvements to the outcomes for children.
- The childminder monitors children's development closely to identify the progress they make and the next steps in their learning. Activities are well planned to capture children's interest and help them to make good progress.
- Strong partnerships are established with parents. They are kept fully involved in children's learning and are well informed of the childminder's role and responsibilities.
- The childminder skilfully involves herself in children's play, posing questions and engaging in discussions to extend their learning. She is sensitive to allow children time to think and 'have a go' themselves, increasing their independence.

It is not yet outstanding because:

- The childminder does not always make the best use of the outdoor areas of her home to extend children's learning, particularly for those children who prefer to learn outdoors.
- The childminder does not seek enough information from other early years settings that children attend, to promote greater consistency when planning for their future learning needs.

What the setting needs to do to improve further

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

- extend the range of activities provided outdoors to offer better support for children who prefer to learn outside
- extend links with all other settings that children attend to promote consistency in supporting children's learning and development.

Inspection activities

- The inspector observed activities in the childminder's home.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector looked at children's records, planning documentation and a sample of other documentation, including policies and procedures.
- The inspector took account of the childminder's self-evaluation and written feedback from parents.

Inspector

Samantha Powis

Inspection findings

Effectiveness of the leadership and management is good

The childminder is keen to increase her skills and knowledge to improve the support she offers to children. For example, she regularly attends training relating to her role and meets with other childcare providers to share ideas. She monitors children's progress effectively to help her plan effectively for the next steps in their learning. Safeguarding is effective. The childminder has a confident understanding of possible indicators that may mean a child is at risk of harm. She knows what action to take and where to seek advice to help keep children safe. The childminder gains detailed information from parents so she has a good understanding of what makes each child unique. She shares information with her assistants to help ensure they understand their roles and responsibilities.

Quality of teaching, learning and assessment is good

Children make good progress in their learning and development. They are curious and keen to explore and investigate. For example, they add paint to the foam they play with to explore colours and textures. Children engage in simple mathematics as they play. For example, as they sort a basket of socks, they name the patterns and then make them into pairs. The childminder has a good understanding of children's interests and individual learning needs. She uses this well to adapt her interactions. For example, as children play with the medical set, she names objects and talks about routines that they are familiar with. This extends children's vocabulary and use of language and provides them with opportunities to talk about their own experiences.

Personal development, behaviour and welfare are good

The childminder's home is welcoming, giving children a strong sense of belonging. For example, children have their own named drawers, and the childminder displays photographs and examples of their artwork on the walls. Children are increasingly independent and able to make choices. Even toys that are not easily accessible can be selected by children from a photograph album. Children are very polite and caring and considerate towards others. For example, as they read a story, they talk about the things they do at home to be helpful. The childminder is always close by to offer reassurance and to praise children for their actions. Children develop a respectful awareness of diversity through their play and activities. Children learn about keeping healthy and staying safe through daily routines, such as washing their hands before they eat and having regular drinks.

Outcomes for children are good

Children make good progress. They become inquisitive and imaginative and are keen to learn. This prepares children well for the next stage in their learning.

Setting details

Unique reference number	EY407851
Local authority	Dorset
Inspection number	1035508
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	20 September 2010
Telephone number	

The childminder registered in 2010. She lives in Weymouth, Dorset. She has a National Vocational Qualification at level 3 in childcare and education. The childminder provides care for children from Monday to Friday all year around. She receives government funding to provide free early education for children aged two, three and four years.

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