

Childminder Report

Inspection date

7 June 2016

Previous inspection date

5 February 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The childminder does not use risk assessment effectively to ensure that she does not expose children to hazards that may be harmful to their health, such as dog faeces in the outdoor area where children play.
- The childminder does not always use self-evaluation as effectively as possible to help her identify areas where she can improve her practice and outcomes for children.
- On occasions, the childminder misses opportunities for children to understand about the effects of physical exercise on their bodies and how it helps them to keep healthy.

It has the following strengths

- Children are confident communicators. For example, they talk with confidence on their understanding of things that interest them, such as the similarities and differences between dinosaurs.
- The childminder engages well in children's play to help them make good progress in their learning and development.
- The childminder supports children to develop a good understanding of mathematical concepts. For example, she introduces an early understanding of capacity as children fill and empty containers of sand and water in their play.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

Due Date

- improve the arrangements for supporting children's good health, with particular regard to the health risks posed by family pets. 23/07/2016

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

- develop the self-evaluation process even more to identify and target all areas for further improvement
- help children to observe and understand the effects that physical exercise has on their bodies.

Inspection activities

- The inspector observed children engaged in activities and the childminder's interaction with them.
- The inspector sampled a range of documents, including risk assessments, policies and the children's files.
- The inspector spoke with the children and childminder at convenient times during the inspection.
- The inspector took into account the written views of parents.

Inspector

June Robinson

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. The childminder is knowledgeable about the procedures to follow if she has a concern about a child's welfare. She continues to develop and refresh her practice, such as through attending training and meeting with other childminders. She has used knowledge from training to help her make improvements in how she uses observation and assessment to plan for children's learning. However, the childminder does not use her risk assessment procedures to good effect or use self-evaluation to support her to identify areas where she can improve her practice.

Quality of teaching, learning and assessment is good

The childminder seeks information from parents on what children can already do and their preferences in play, to help her plan for their learning from the outset. She plans learning opportunities linked to children's specific interests. For example, she used children's interest in dinosaurs for them to explore using paint and create dinosaur footprints. The childminder monitors children's learning and development. She liaises well with parents and knows how to find help from other relevant professionals to help ensure that all children make good progress.

Personal development, behaviour and welfare require improvement

The childminder is a good role model. She supports children well to develop an understanding of sharing, turn taking and being kind to others in daily routines and play. Children have good opportunities to develop essential social skills to help them with moving on to pre-school and school. For example, through visits to local groups, they learn to mix and form friendships with other children. Children are developing good independence skills. They are beginning to be independent in caring for themselves, such as washing their hands after playing in the garden and before eating. However, the childminder on occasions does not fully consider children's good health in her practice. For example, she neglects to check the outdoor play area daily for any hazards which could have an impact on children's health.

Outcomes for children are good

Children enjoy looking at books and develop good early reading skills. For example, they are beginning to understand that they can use the illustrations in books to tell a story. Children are developing a good understanding of the natural world, and they talk with confidence about plants needing water to make them grow. Children are confident in using early technology toys. For instance, they understand that they can achieve effects, such as making toys move and making sounds using controls. Children learn valuable skills to prepare them for future learning and in readiness for school.

Setting details

Unique reference number	EY460849
Local authority	Dorset
Inspection number	1049787
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 6
Total number of places	6
Number of children on roll	3
Name of registered person	
Date of previous inspection	5 February 2014
Telephone number	

The childminder registered in 2013. She lives in Shaftesbury, North Dorset. She works all year round, from Monday to Friday, apart from family holidays.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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