

Childminder Report

Inspection date	31 August 2016
Previous inspection date	24 June 2013

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

- The childminder provides a safe and welcoming environment, where children build warm and trusting relationships with her and one another.
- Children enjoy a broad range of activities, which include important learning experiences. For example, the childminder takes children on a variety of outings in the community where they meet other people and learn about the environment.
- Children make good progress. The childminder knows the children well as individuals, which helps her to monitor their learning and development successfully.
- Effective partnerships with parents and other early years professionals help the childminder to meet each child's needs well. Parents say that their children settle quickly and that the childminder helps to prepare them well for starting school.
- The childminder reflects on her provision in order to make improvements to benefit the children. For example, she provides different resources according to children's interests and stage of development.

It is not yet outstanding because:

- Children do not always have the opportunity to explore and experiment with an extensive range of materials, to help develop their understanding of the world further.
- The childminder sometimes misses opportunities to raise children's awareness of words and letters, and their understanding that print has meaning.

What the setting needs to do to improve further

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

- develop further ways for children to explore, investigate and experiment to extend their understanding of the world even further
- provide more opportunities to develop children's early literacy skills for reading.

Inspection activities

- The inspector observed children's play and the childminder's interaction with them in the home and garden.
- The inspector talked to the childminder about children's activities and progress.
- The inspector looked at a sample of documents, which included the safeguarding policy and children's progress records.
- The inspector took account of parents' views, obtained in person and from letters they had written.

Inspector

Brenda Flewitt

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good understanding of child protection issues and the procedures to follow if she has a concern about a child. She updates her knowledge through regular training. The childminder has successfully addressed the recommendations set at the previous inspection, which has, for instance, improved opportunities for children to lead their play. The childminder continues to develop her professional knowledge through various methods. For example, she reads relevant publications and talks to other early years professionals to share ideas for good practice.

Quality of teaching, learning and assessment is good

The childminder has a good understanding of how children learn through play and challenging experiences. She is skilful at making the most of unplanned events and conversations to extend children's knowledge. For example, when a play tunnel moves outdoors, she explains about the effects of the wind. The childminder encourages children to notice and learn about natural changes, such as shadows and footprints. The childminder supports children's language skills well in various ways. For example, she engages them in conversations, talks to them about events in their lives, and models new words, helping to extend their vocabulary. At the inspection, children focused well on playing card games. They listened to instructions, followed rules, counted objects and discussed healthy eating. They used their imaginations well as they acted out real-life situations, such as caring for babies and taking them to hospital.

Personal development, behaviour and welfare are good

Children are happy and settled. The childminder finds out useful information from parents to help her to make them feel secure. Children behave well. The childminder teaches them about taking turns and respecting other people's views. She encourages children to develop a positive attitude to people's differences. For example, she takes children to various places where they meet a range of different people in a variety of situations. The childminder praises children regularly, helping to boost their self-esteem and confidence. She supports children's healthy lifestyles well. For example, children have fresh air and exercise every day. They learn about the importance of caring for their bodies, such as looking after their teeth and eating healthy foods.

Outcomes for children are good

All children make good progress. They learn important skills that help to prepare them well for the next stage in their learning and starting school. For example, children relate well to other people and are confident to make their needs known. They use language effectively to organise their play and activities. Children develop increasing independence in caring for themselves, such as managing their own clothes and using the toilet.

Setting details

Unique reference number	139245
Local authority	Dorset
Inspection number	1061428
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	6
Number of children on roll	5
Name of registered person	
Date of previous inspection	24 June 2013
Telephone number	

The childminder registered in 1993. She lives in Lyme Regis, Dorset. The childminder offers childcare four days per week for 48 weeks of the year.

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