

Childminder Report

Inspection date

29 September 2016

Previous inspection date

25 February 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 evaluates her provision effectively to help her meet children's needs. For example, she carefully considers the views of the children and parents and adapts her provision and practice accordingly.
- Children are relaxed and at ease in the setting. The childminder helps them settle in and treats them with warmth, affection and respect. This helps to support children's emotional well-being effectively.
- Children demonstrate caring attitudes towards each other. They enjoy playing together and take an interest in each other's achievements.
- Partnerships with parents are good. For instance, the childminder communicates with parents well and takes a good account of their information about their children's needs.
- Children learn and achieve well. They make good progress from their starting points.
- The childminder helps children learn to take care of their own physical needs. For example, she helps them to understand the importance of washing their hands and develops their skills in managing clothing for themselves.

It is not yet outstanding because:

- Children are not always able to access resources independently to lead their own play.
- The childminder does not make the most of all opportunities to develop children's understanding and awareness of the differences between themselves and others.

What the setting needs to do to improve further

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

- develop further the opportunities for children to independently access resources and lead their play
- build on children's understanding of the differences between themselves and others further.

Inspection activities

- The inspector observed children's activities in the setting and spoke to the childminder when it was appropriate to do so.
- The inspector observed some daily care routines, including the provision of snacks.
- The inspector sampled records of children's progress, a range of policies and other documents.
- The inspector toured areas of the premises used for childminding.
- The inspector looked at the record of parental views collected by the childminder.

Inspector

Steven Popper

Inspection findings

Effectiveness of the leadership and management is good

The childminder has high expectations of her provision and makes good use of her training and qualifications. For example, she uses her knowledge of how children learn to help her plan activities to meet their needs. She regularly communicates with other professionals, which helps her to keep up to date and share ideas about good practice. The childminder maintains an effective partnership with other settings that children attend. She shares a range of information with them that helps to provide continuity in children's learning and care. Safeguarding is effective. The childminder keeps up to date with local safeguarding procedures and knows how to report any concerns about children's safety or welfare.

Quality of teaching, learning and assessment is good

The childminder uses her good understanding of children's current skills and achievements to provide them with activities that help to extend their learning further. For example, she responded to children's interest in painting and provided them with paint brushes and sponges with which to experiment. Children develop good physical skills. For example, babies enjoy exploring blocks and other tactile resources, while older children assemble a play tent carefully. The childminder talks to children to help them think about what they are doing. For instance, during the painting activity she helped children develop their understanding of colour well. Children concentrate and become absorbed. For example, they spend time comparing the sizes of different dolls and their accessories.

Personal development, behaviour and welfare are good

Children respond well to the childminder's tender and caring manner. They behave well. The childminder makes sure that all children are treated with equal attention and are included well in all activities. She models courteous, respectful behaviour and successfully encourages children to behave in the same manner. Children share resources well, show consideration for others and eagerly invite others into their play. The childminder checks that children's emotional and physical needs are met properly. For instance, she monitors sleeping children carefully and is quick to respond when children are thirsty or need to use the bathroom.

Outcomes for children are good

Children are happy, confident and highly motivated. They have good mathematical knowledge and are able to express themselves creatively. Children develop good social skills and a love of reading. For example, they enjoyed sharing ideas about the story and the characters in the book that the childminder read to them. Children progress well and are ready for the next stage in their learning and school.

Setting details

Unique reference number	144128
Local authority	Dorset
Inspection number	1061485
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	6
Number of children on roll	5
Name of registered person	
Date of previous inspection	25 February 2013
Telephone number	

The childminder registered in 1992. She lives in Wimbourne, Dorset. The childminder provides care from 7.30am to 6pm on Monday to Thursday, for most of the year. The childminder is qualified teacher. She receives funding to provide free early years education for children aged three and four years.

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