

Childminder Report

| | |
|--------------------------|----------------|
| Inspection date | 4 October 2016 |
| Previous inspection date | 21 March 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

- Children benefit from the warm, welcoming and nurturing environment. They form strong, positive attachments with the childminder.
- Strong partnerships are established with parents. The childminder works closely with the parents to ease children's settling-in process. For instance, she arranges home visits to discuss children's individual needs fully to enable her to support them from the start.
- Children's early communication is supported well. For example, the childminder talks to the babies continually about what is happening, to help them link words with actions.
- The childminder supports children's learning well. She continually assesses and supports their development. Children make good progress in their learning.
- Children enjoy regular outings, such as trips to the local parks, which gives them opportunities to learn about their local community and socialise with other children.
- The childminder's ongoing reflection of her provision helps her to develop her practice further and to identify ways to improve, which benefits children.

It is not yet outstanding because:

- The childminder has an extensive range of toys and resources. However, she does not always make the best use of the play space to enable children to gain the most from their activities.
- The childminder does not make the most of opportunities to support children's early literacy skills through, for example, the introduction of songs and rhymes.

What the setting needs to do to improve further

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

- review the organisation of toys and resources to make sure that children have enough space to engage in their chosen activities
- provide more opportunities for children to extend their early literacy skills by joining in with rhymes and songs.

Inspection activities

- The inspector observed activities and interaction between the childminder and the children, and looked at the play equipment and resources.
- The inspector spoke with the childminder at appropriate times throughout the inspection, including discussing the impact of teaching after viewing activities.
- The inspector viewed the areas of the premises used for childminding and talked to the children at appropriate times.
- The inspector looked at documentation, including a sample of children's records and assessments.
- The inspector discussed how the childminder evaluates her provision and read comments from parents.

Inspector

Dinah Round

Inspection findings

Effectiveness of the leadership and management is good

The childminder has a positive attitude to updating her knowledge and skills, such as via training. She continues to evaluate her childminding service to identify areas where she can improve. For instance, she has introduced new ways to assess and monitor children's progress and uses the information effectively to plan for their learning. The childminder's two-way exchange of information, alongside sharing children's progress folders, updates the parents with their children's achievements. Safeguarding is effective. The childminder has a good understanding of her role to keep children safe and the procedures to follow if she has concerns. She helps children to learn about risks in the environment and how to keep themselves safe, for instance, how to cross the road safely.

Quality of teaching, learning and assessment is good

The childminder provides children with a good variety of enjoyable and interesting activities that provide purposeful play experiences. For example, young children enjoy pressing and pushing buttons and knobs on the musical toys. The childminder follows their interests and offers some different resources for the children to explore and investigate. She joins in playful games with the babies to encourage them to move towards her, for example, to support their physical development. Children have regular opportunities to explore media and materials, such as dough, paint and sand.

Personal development, behaviour and welfare are good

The childminder follows the children's individual routines well to support their emotional well-being effectively. She is kind and caring and children build trusting relationships. For example, they are confident to explore their surroundings, reassured that the childminder is nearby and they can return for cuddles. The childminder recognises the importance of being a good example for children. For instance, she teaches them to be kind to each other and to share and take turns during the play activities. The childminder gathers information from the parents about the children's feeding requirements so she can follow these, for example, to ensure that children's good health is supported.

Outcomes for children are good

Children are settled, secure and motivated to learn and explore. For example, they show good control as they push the shapes through the posting box and then collect them to repeat their actions. The babies happily play alongside others as they bang the shapes together, fascinated to hear the sound it makes. Children make good progress in their learning. They are prepared well for their future learning and move on to school.

Setting details

| | |
|------------------------------------|---|
| Unique reference number | 139251 |
| Local authority | Dorset |
| Inspection number | 1061430 |
| 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 | 10 |
| Name of registered person | |
| Date of previous inspection | 21 March 2013 |
| Telephone number | |

The childminder registered in 1999. She lives in the village of Charminster, near Dorchester, Dorset. The childminder works on weekdays and Saturdays, all year round.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2016

