

Childminder Report

Inspection date	17 October 2016
Previous inspection date	10 January 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 well-qualified childminder evaluates her provision effectively and carries out research regularly to help improve her practice. She seeks the views of parents, which she then feeds into her self-evaluation to further strengthen outcomes for children.
- The childminder has a strong understanding about how children learn and develop. She provides stimulating activities that are challenging and capture children's interests. This helps children make good progress in their learning and development.
- The childminder works closely with parents to help provide a consistent approach to children's care and learning. For example, she visits children in their home and gathers detailed information from parents when children first start to attend.
- Children behave well. The childminder encourages children to respect and consider the needs of others and helps them to share toys. She offers children plenty of encouragement and praise for their achievements which helps to build their confidence and self-esteem.
- The childminder provides a warm and welcoming environment in which children are settled and happy. Children develop strong, trusting relationships with the childminder and readily go to her for support as they play and learn.

It is not yet outstanding because:

- The childminder has not fully considered how to keep parents up to date about their children's ongoing development.

What the setting needs to do to improve further

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

- devise even better methods to consistently share information about children's development with parents.

Inspection activities

- The inspector viewed the areas of the premises and garden used for childminding.
- The inspector observed teaching and the impact this had on children's learning.
- The inspector looked at a range of documentation, including children's records and documents to confirm the suitability of all household members.
- The inspector reviewed the childminder's self-evaluation record.
- The inspector took account of the views of parents given as written feedback to the childminder.

Inspector

Petra Morgan

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The childminder has a good knowledge of local procedures and understands what to do if she is concerned about a child's welfare. She is vigilant in keeping children safe and helps them to understand how to assess and manage small risks such as balancing on low resources. The childminder develops her knowledge and skills continuously through, for example, attending local professional development opportunities. The childminder regularly monitors the children's development to help her quickly identify any learning gaps. She works closely with other early years provisions that children attend to ensure continuity in their learning.

Quality of teaching, learning and assessment is good

The childminder eagerly plays alongside children and engages them in conversation. For example, the childminder names objects to broaden children's vocabulary and encourages them to express their thoughts and ideas. This helps to support their communication and language development successfully. As children take part in activities, the childminder skilfully weaves in opportunities to count, match objects and learn about size. This helps to introduce very young children to mathematical concepts effectively. The childminder regularly observes children and uses these observations to track children's progress and identify what children need to learn next.

Personal development, behaviour and welfare are good

The childminder forms positive bonds with children and supports their emotional needs well. Children are confident and explore the stimulating environment independently. They are curious and keen to try activities and to follow their own ideas. The childminder teaches children about diversity. She provides resources that positively reflect diversity. Children learn about different languages to help develop their awareness of people in the wider community. The childminder encourages healthy lifestyles successfully. For example, she teaches children about good hygiene routines, and provides them with nutritious meals. Children have good opportunities to be physically active. They enjoy plenty of active play in the garden and on outings.

Outcomes for children are good

Children make good progress across all areas of learning from their starting points. They are engaged and motivated to learn. For example, children thoroughly enjoy using instruments to play along to nursery rhymes. Children show a great love for books and follow stories extremely well. They develop their early writing skills as they make marks on paper and write their names on their creations. Children acquire a range of important skills for their next stage of learning and school.

Setting details

Unique reference number	EY446678
Local authority	Dorset
Inspection number	1062610
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 3
Total number of places	6
Number of children on roll	5
Name of registered person	
Date of previous inspection	10 January 2013
Telephone number	

The childminder registered in 2012. She lives in the town of Dorchester, Dorset. The childminder operates her service for four days a week from 8am until 5.30pm, all year round except for bank holidays and family holidays. The childminder is registered to provide free early years education for children aged two, three and four years. She holds an appropriate early years qualification at level 3.

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