

Childminder Report

Inspection date

3 November 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

- Children interact very positively with the friendly childminder and respond happily to her reassuring approach. They settle easily in her care and are emotionally secure.
- The childminder provides a good range of activities that motivate children's interest and learning. Children make good progress from their starting points.
- Partnership with parents is positive. The childminder keeps parents well informed about her practice and their children's activities and supports a consistent approach.
- The childminder evaluates her practice well. For example, since the last inspection she has sought the views of parents to help her develop her provision further still.
- Children behave well. The childminder keeps consistent, appropriate boundaries and encourages children to be kind, share toys and respect the needs of others.
- The childminder encourages children's communication skills very well. For example, she reinforces the words they say and supports their enjoyment of rhyming stories. Children gain confidence in their speech and quickly develop their range of vocabulary.

It is not yet outstanding because:

- The childminder does not monitor children's progress sharply enough to consistently support all aspects of their ongoing learning even more effectively.
- The childminder misses some opportunities to extend children's sense of identity and understanding of similarities and differences between their lives and those of others.

What the setting needs to do to improve further

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

- strengthen systems for monitoring children's achievements, and track their progress even more precisely in all areas to further support them in reaching their full potential
- provide more opportunities for children to develop their sense of identity and understanding of how others live.

Inspection activities

- The inspector observed children's interactions in their play indoors.
- The inspector viewed a sample of documentation, such as operational policies, procedures and required records, including those for suitability checks.
- The inspector took into account the written views of parents.
- The inspector discussed self-evaluation with the childminder.

Inspector

Mary Daniel

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder continues to update her understanding of child protection and has a good awareness of managing any concerns arising about a child's welfare. The childminder is committed to making continual improvements. Recent training has helped her make more effective use of play areas to encourage children's play and learning. For example, children had great fun exploring a 'winter wonderland' area with pretend snow. The childminder implements clear operational policies and procedures. She supports children's overall well-being and safety effectively.

Quality of teaching, learning and assessment is good

The childminder has a good understanding of children's interests and supports their development effectively, overall. She observes children's play and provides exciting activities that successfully encourage their participation. She supports their creativity and exploration of colour and texture effectively. For example, children become absorbed mixing and spreading glittery paint to make a colourful firework picture. They like to push their cars across the play dough and feel the track marks that they make. The childminder encourages children's imagination well. For example, children like making pretend meals in the toy kitchen. They mix play food strawberries, cauliflower, rice and mushrooms together to make a meal and then give it to the childminder to eat.

Personal development, behaviour and welfare are good

Children benefit from the childminder's caring nature and her frequent praise. They develop positive self-esteem and interact happily with their friends. The childminder supports children's physical well-being effectively. For example, children enjoy going to their gymnastics sessions and have great fun balancing or rolling and bouncing on the soft surfaces of the floor. Children gain a positive enjoyment of healthy foods. For example, they make pizzas with toppings such as cheese or sweetcorn. The childminder actively encourages children's awareness of keeping themselves and others safe from harm. For example, on outings they learn where it is safe to run freely and when they should hold hands with the childminder to cross roads safely.

Outcomes for children are good

Children are well-prepared for their move to pre-school and school. For example, younger children gain confidence in their social skills and happily say 'hiya' or 'bye' to familiar people. Older children enjoy finding out about the natural world, such as when collecting conkers and listening to the leaves crunching as they go on an autumn nature walk. Children develop good independence and make choices in their play. For example, younger children successfully use spoons to feed themselves and they find toys for a game.

Setting details

Unique reference number	EY450348
Local authority	Dorset
Inspection number	1062818
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 2
Total number of places	5
Number of children on roll	4
Name of registered person	
Date of previous inspection	10 January 2013
Telephone number	

The childminder registered in 2012. She lives in Blandford, Dorset. She holds a level 3 qualification in childcare. The childminder receives funding to provide free early years education for children aged two, three and four years. She works from Tuesday to Friday, throughout the year.

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Piccadilly Gate
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