

Childminder Report

Inspection date

15 November 2016

Previous inspection date

15 April 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, her family and one another.
- The childminder uses her good knowledge of child development to enable children to take part in a broad range of activities linked to their interests and learning priorities.
- The childminder monitors children's development well, which helps her to identify and address gaps in their learning quickly. She works effectively with other professionals to support all children to make good progress.
- Effective partnerships with parents enable the childminder to meet individual needs well. Parents say that they find the childminder kind, knowledgeable and supportive.
- The childminder continues to develop her professional role. For example, since the previous inspection, she has gained an early years degree which has increased her understanding of all areas of learning. She is more confident in encouraging mathematics through children's chosen play, for instance.

It is not yet outstanding because:

- The childminder uses very successful strategies with older children to encourage their language, but does not always adapt these as well as possible for children who are learning to speak.
- The childminder misses some opportunities to encourage children to recognise their written name and other everyday words to extend their early reading skills.

What the setting needs to do to improve further

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

- build on the effective strategies to support and encourage children's language development further, with particular regard to those who are learning to talk
- increase opportunities for children to develop their early literacy skills for reading.

Inspection activities

- The inspector observed children's activities and the childminder's interaction with them in the home and garden.
- The inspector talked to the childminder about children's activities and their 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 from the childminder's questionnaires.

Inspector

Brenda Flewitt

Inspection findings

Effectiveness of the leadership and management is good

The childminder organises her home well to meet children's needs. She provides a good range of play equipment that children can choose independently. Safeguarding is effective. The childminder has a good understanding of child protection issues and the procedures to follow if she has concerns about a child. She keeps her knowledge up to date through training. The childminder has successfully addressed the recommendations from the previous inspection, which has improved aspects of children's practical skills. She reflects on her provision and talks to parents to help her identify areas for development. For example, the childminder plans to develop communication with parents further by providing termly assessments for all children.

Quality of teaching, learning and assessment is good

The childminder has a good understanding of how children learn through play and exploration. She extends children's knowledge through their play and immediate interests. At the inspection, children used their imaginations well, acting out real-life situations such as shopping and a birthday party. The childminder joined in, encouraging them to count pieces of cake and candles, for example. She supports children's language very well overall. For example, she encourages older children to recall outings and talk about people and things that are familiar to them, and naming toys and objects with younger children. The childminder takes the children out regularly, which contributes to children's learning about their local community. For example, they meet other people and explore natural environments, learning about changes and how to take calculated risks.

Personal development, behaviour and welfare are good

Children are happy and settled; they enjoy their time with the childminder. The childminder requests details from parents to help her make children feel secure. Children behave well. They learn to respect others such as by sharing toys and taking turns. The childminder praises children regularly, helping to boost their self-esteem and confidence. Children enjoy outdoor activities everyday where they are active and keen to investigate various objects and materials. For example, children experiment by using various tools to mix materials, such as soil, sand and water; they fill and empty a variety of containers.

Outcomes for children are good

All children make good progress. They learn skills that help to prepare them well for starting school. For example, children are confident in their choices and making their needs known. They relate well to other children and adults. Children develop increasing independence in caring for themselves. For example, they practise good hygiene routines and manage their own clothes. Children show an interest in numbers and develop early writing skills, for example as they draw and paint.

Setting details

Unique reference number	EY413981
Local authority	Dorset
Inspection number	1062395
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 4
Total number of places	6
Number of children on roll	4
Name of registered person	
Date of previous inspection	15 April 2013
Telephone number	

The childminder registered in 2010. She lives in Sandford, in Wareham, Dorset. She provides childcare four days per week for 48 weeks of the year. The childminder receives funding to provide free early years education for children aged two, three and four years. She holds an early years degree.

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