

Childminder Report

Inspection date

23 November 2016

Previous inspection date

21 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 make good progress in relation to their starting points. The childminder uses assessments to monitor and support children's learning accurately.
- The childminder works very well with parents to support children's individual needs, well-being and progress. For example, they exchange information and photographs of children frequently, and work together to support children's developmental goals consistently, such as toilet training.
- Children are happy, settled and explore freely and confidently. The childminder helps them to develop safe and healthy lifestyles effectively, and good physical skills.
- The childminder has maintained her good standards through continuing to improve her service. She regularly updates her knowledge and skills, and uses her new understanding effectively. For example, she uses information from training to help her settle new children quickly, and to build close and loving bonds with them.

It is not yet outstanding because:

- On occasion, the childminder misses opportunities to help some younger children to learn her behaviour expectations, such as not standing on toys and equipment.
- The childminder does not make full use of opportunities to extend children's mathematical development further still, such as helping them learn more about size.

What the setting needs to do to improve further

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

- make the most of opportunities to help the youngest children to understand the high expectations for their behaviour
- make full use of opportunities to extend children's mathematical skills in readiness for the next stage of learning.

Inspection activities

- The inspector observed activities and the quality of the childminder's interaction with the children.
- The inspector observed the management of children's care routines.
- The inspector looked at children's assessment records.
- The inspector sampled the childminder's documentation and discussed her knowledge of the requirements of the Early Years Foundation Stage.
- The inspector took account of parents' views.

Inspector

Bridget Copson

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good understanding of her role and responsibility to promote children's welfare. She keeps up to date regarding new guidance to ensure she understands potential risks to children and how to keep them safe. The childminder monitors the quality of her provision successfully to ensure activities continue to have a positive impact on children's learning and enjoyment. She has made several improvements since the last inspection. For example, she encourages children to get involved in preparing food at meals times to extend their independence, and uses displays in which children find photographs of themselves and their families.

Quality of teaching, learning and assessment is good

The childminder uses good interaction to engage children effectively. She responds to their interests and ideas well with suggestions and further challenges. For example, she talks clearly to children in their pretend play and asks them questions about the play food they use, to encourage their language skills. The childminder encourages children's early mathematical skills well overall. She plans interesting activities to help children achieve their next steps for learning. She works closely with parents to support them in extending these at home, such as how to broaden children's vocabulary.

Personal development, behaviour and welfare are good

The childminder makes good use of her resources to support children who enjoy outdoor learning and physical play. For example, children use chalks to draw pictures and patterns on the patio, and lines to run along. The childminder encourages them to behave responsibly and, for instance provides water and brushes for them to work together to clean the marks off. The childminder provides good opportunities to help children learn about their world and to socialise with others. For example, they find out about animals and nature at parks, and regularly meet other children to play together. They learn about one another's differences, such as learning about different celebrations.

Outcomes for children are good

Children develop key skills for their future learning and are well prepared to move on to school. For example, they are interested in exploring new activities and engage well in their play. Children enjoy learning new skills, such as how to use scissors efficiently to snip paper. They learn to count and make shapes. They persevere to solve problems successfully. Children communicate their needs clearly and learn to manage their own feelings.

Setting details

Unique reference number	EY446631
Local authority	Dorset
Inspection number	1062609
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 8
Total number of places	6
Number of children on roll	12
Name of registered person	
Date of previous inspection	21 January 2013
Telephone number	

The childminder registered in 2013. She lives in Ferndown, Dorset. The childminder offers care from 8am to 6pm, Monday to Friday. The childminder receives funding to provide free early education for children aged two, three and four years. The childminder holds an Advanced Diploma in Social Work qualification.

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Piccadilly Gate
Store St
Manchester
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