

# Childminder Report

<b>Inspection date</b>	29 November 2016
Previous inspection date	28 February 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 assistant and with each other. Children behave well and know what to expect through familiar routines.
- Children are keen to take part in a broad range of activities, which the childminder plans linked to their interests and learning priorities.
- Children make good progress. The childminder monitors children's development successfully, which helps her to identify and address gaps in children's learning quickly.
- The childminder establishes effective partnerships with parents and other professionals, enabling her to meet children's individual needs well. Parents say that they appreciate the good communication they receive about their child's time with the childminder.
- The childminder regularly reflects on her provision to make changes and improve the children's experiences. For example, she continues to add to resources and make them more readily available for children to make independent choices.

### It is not yet outstanding because:

- The childminder misses some opportunities to encourage children to recognise their written name and other everyday words to extend their early reading skills.
- The childminder sometimes misses the chance to support children in practising practical skills during everyday routines such as at meal times.

## What the setting needs to do to improve further

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

- increase opportunities for children to develop their early literacy skills for reading
- make better use of routine activities to encourage children to develop practical skills.

### Inspection activities

- The inspector observed children's activities and the childminder's interaction with them inside and in the garden.
- The inspector talked to the childminder and her assistant about children's activities and how they monitor 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 letters they had written.

### Inspector

Brenda Flewitt

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder and her assistant know about child protection issues and the procedures to follow if they have concerns about a child. They keep their knowledge up to date through training. The childminder has a good understanding of her responsibilities in employing an assistant. She monitors their teaching practice and provides good support and guidance. The childminder is keen to develop her professional role. For example, she is studying for a foundation degree, which is extending her knowledge about child development and how children learn in different ways. This helps her plan relevant activities that match children's interests.

### Quality of teaching, learning and assessment is good

The childminder has a good understanding of how children learn through play and exploration. For example, children enjoy acting out real-life situations such as caring for babies, going shopping and doing the laundry. They like to use their senses to explore and investigate a variety of objects and materials. At the inspection, children moulded play dough into various shapes, filled and emptied containers with dry pasta and joined in familiar songs with enthusiasm. The childminder supports children's language development in various ways such as reading stories and talking with them during their activities. She uses effective methods to keep younger children's attention, for example by using props. The childminder regularly takes children out in the local community, where activities include meeting people, using alternative play equipment and learning about the world around them. They also like to be involved in caring for animals.

### Personal development, behaviour and welfare are good

Children are happy and settled. The childminder requests detailed information from parents when children start to attend, to help them feel secure. The childminder and her assistant help children learn about their emotions; they regularly praise children, helping to build their self-esteem and confidence. The childminder teaches children to care for the environment, for example, by helping to tidy up toys when they have finished playing. Children practise good routines for caring for their bodies and make choices from nutritious food options at meal times. The childminder enables children to be active in the fresh air every day to support their physical development.

### Outcomes for children are good

All children make good progress. They learn skills that help them to prepare well for the next stage of their learning and for starting school. For example, they are confident to make their needs known and learn to respect others. Children develop increasing independence in caring for themselves such as putting on their coats and shoes, and using the toilet without help.

## Setting details

<b>Unique reference number</b>	EY465960
<b>Local authority</b>	Dorset
<b>Inspection number</b>	1069528
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	11
<b>Number of children on roll</b>	26
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	28 February 2014
<b>Telephone number</b>	

The childminder registered in 2013. She lives in Christchurch, Dorset and works with an assistant. The childminder provides childcare each weekday for 48 weeks of the year. She receives funding to provide free early years education for children aged two, three and four years. The childminder has a level 3 early years qualification.

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](http://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](mailto: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](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://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](http://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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2016

