

# Childminder Report

<b>Inspection date</b>	11 January 2017
Previous inspection date	13 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

- Children make good progress in relation to their starting points. The childminder uses accurate assessments of children's development to monitor and support their learning effectively.
- The childminder keeps parents informed closely of their children's daily routines, activities and progress to support children's health and development.
- The childminder provides a welcoming environment in which children are happy and settled. They form close and trusting attachments with her to support their emotional well-being and enjoyment.
- The childminder has maintained her good standards successfully. She continually evaluates her provision to identify areas for improvement, such as creating more learning opportunities for children in the garden.

### It is not yet outstanding because:

- The childminder does not consistently share detailed information with all the other settings children attend to help complement children's development fully.
- The childminder does not make full use of opportunities for younger children to practise their early writing skills.

## What the setting needs to do to improve further

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

- develop the partnerships with all the other settings children attend to complement children's developmental needs further
- make full use of opportunities to extend younger children's early writing skills.

### Inspection activities

- The inspector observed activities and the quality of the childminder's interaction with the children. She also discussed the effectiveness of an activity with the childminder.
- 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. For example, she regularly meets with other professionals to keep up to date with new guidance to help her keep children safe. The childminder has a positive approach to extending her knowledge and skills. For example, she attends training courses to help her meet each child's individual care and learning needs well. The childminder has addressed the weaknesses from the previous inspection successfully. For example, she creates interesting activities to help older children learn more about words, letters and numbers, and challenges children to solve problems in their play.

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

The childminder monitors children's learning closely and in partnership with parents from the start. She uses her good knowledge of children's interests and development to plan activities to help them achieve their next steps for learning. For example, the childminder provides construction toys for children with which to build and connect. She demonstrates how to do this and provides close support and encouragement to help children succeed. She extends this further with different resources as children become more able and counting to help children learn about numbers. The childminder encourages children's communication and language skills well. For example, she talks through their play and challenges them to name the animals and their sounds as they play with the farm and read books with her.

### Personal development, behaviour and welfare are good

The childminder provides a safe and secure environment and space for children to play freely. Children have regular opportunities to develop their physical skills. For example, they build with bricks and play with wheeled toys indoors and go for walks regularly. The childminder makes good use of the local community to help children learn about their world. For example, children borrow books from the library to learn about other cultures and beliefs. They also meet people on their outings and learn how they help to keep them safe, such as fire fighters and school-crossing patrols.

### Outcomes for children are good

Children develop the skills for their future learning and are well prepared to move on to school. They learn to manage tasks for themselves, such as helping when asked and feeding themselves, and persevere with challenges. Children are keen to explore and engage well in their play. They communicate their needs and feelings confidently and learn new words regularly.

## Setting details

<b>Unique reference number</b>	144153
<b>Local authority</b>	Dorset
<b>Inspection number</b>	1068532
<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>	1 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	13 February 2014
<b>Telephone number</b>	

The childminder registered in 1992. She lives in Wimborne, Dorset. The childminder offers care from 7.45am to 6.30pm on Monday to Friday. The childminder receives funding to provide free early education for children aged two, three and four years.

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.

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