

Childminder Report

Inspection date	18 January 2017
Previous inspection date	23 October 2014

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 welcoming and stimulating environment. Children settle quickly and build good relationships with the childminder, her assistant and one another. They learn to respect others and take turns.
- Children are keen to take part in a broad range of activities. The childminder makes good use of outings in the local community to extend children's learning.
- Children make good progress. The childminder monitors children's development effectively, which enables her to identify and address gaps in their learning quickly.
- The childminder is proactive in finding out about changes in early years and updating her knowledge, which helps her to keep children safe and support their learning well.
- The childminder establishes effective partnerships with parents and other professionals, enabling her to meet children's individual needs successfully. Parents report positively on the childminder's professional and caring approach.

It is not yet outstanding because:

- The childminder sometimes asks children questions that have a specific answer, rather than enabling them to solve problems for themselves.
- Some group activities are not organised effectively. They are not always planned well to take account of children's development and immediate interests, which sometimes results in children not being fully engaged.

What the setting needs to do to improve further

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

- develop techniques that encourage children to think and solve problems for themselves
- improve the organisation of group activities to extend children's learning further.

Inspection activities

- The inspector observed children's activities and the childminder's interaction with them inside and outside.
- The inspector talked to the childminder and her assistant about children's activities and progress.
- The inspector looked at a sample of documents, which included the childminder's 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

The childminder organises her home well to meet children's needs. She is sure about how to meet the requirements for employing an assistant, which includes offering them regular support and guidance. Safeguarding is effective. The childminder and her assistant have a good understanding of child protection issues and the procedures to follow if they have concerns about a child. They keep their knowledge up to date through training and research. The childminder's self-evaluation includes the views of her assistant, parents, children and other professionals. She regularly makes changes to her provision to improve children's experiences, such as rearranging the playroom to help children focus better on activities.

Quality of teaching, learning and assessment is good

The childminder has a good understanding of how children learn through play, exploration and real-life experiences. She provides an extensive range of play equipment and resources that enables children to make choices and extend their play and learning. For example, at the inspection children enjoyed searching for bugs in the garden, matching them to picture cards. They were keen to make 'pies' from mud they had mixed, using various tools and containers. The childminder supports children's language development well. For example, she joins in their play, describes what they are doing, names objects and encourages children to talk about events in their lives. Children enjoy various trips to local venues, where activities include meeting other people. They learn how to behave in different situations, such as ordering and paying for a drink at a cafe.

Personal development, behaviour and welfare are good

Children are happy and settled. The childminder gathers useful information from parents to help her make children feel secure. Children behave well. The childminder teaches them how to recognise and manage different emotions. She and her assistant regularly praise children, helping to boost their self-esteem and confidence. The childminder encourages healthy lifestyles. For example, children practise good routines for caring for their bodies and make choices from healthy food options. They have opportunities to be active in the fresh air every day to help support their health and physical development.

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 develop increasing independence in caring for themselves. They learn practical skills, such as using tools and managing their outdoor clothes. Children are confident to make their needs known; they relate to other people well. Children show an interest in written words; for example, they learn to recognise their name label and understand different reasons for writing, such as making lists.

Setting details

Unique reference number	EY357151
Local authority	Dorset
Inspection number	1070893
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 8
Total number of places	10
Number of children on roll	13
Name of registered person	
Date of previous inspection	23 October 2014
Telephone number	

The childminder registered in 2007 and lives in the Wyke Regis area of Weymouth, Dorset. She works with an assistant. The childminder provides childcare four days per week for 50 weeks of the year. The childminder receives funding to provide free early years education for children aged two, three and four years and holds an early years qualification at level 3.

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