

# Childminder Report

<b>Inspection date</b>	19 January 2017
Previous inspection date	14 March 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 are confident from a young age. They build warm and trusting relationships with the childminder and one another.
- Children are keen to take part in a broad range of activities, which the childminder plans according to their interests and learning priorities.
- The childminder monitors children's development well, which enables her to identify and address gaps in their learning quickly. Children make good progress.
- The childminder establishes effective partnerships with parents, which helps her to meet children's individual needs successfully.
- The childminder is proactive in keeping her professional knowledge up to date to benefit the children. For example, attending training has extended her understanding of how children learn in different ways.

### It is not yet outstanding because:

- The childminder does not make the most of opportunities to encourage children to initiate conversations about people who are familiar to them or significant events in their own experiences.
- The childminder does not use effective methods to help younger children to recognise familiar written words, including their name.

## What the setting needs to do to improve further

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

- make better use of opportunities to encourage children's conversations
- develop more effective ways to introduce younger children to written words.

### Inspection activities

- The inspector observed children's activities and the childminder's interaction with children inside and outside.
- The inspector talked to the childminder 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

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 regular training. The childminder has successfully addressed the recommendations set at the previous inspection, which has improved children's outdoor play opportunities, for example. The childminder's self-evaluation includes the views of parents, children and early years professionals. She continues to make changes to improve her provision. For example, she has developed her assessment system to include parents' comments more successfully.

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

The childminder has a good understanding of how children learn through play and exploration. She provides a wide range of objects and materials for children to investigate using their senses. For example, at the inspection, young children enjoyed feeling the texture of dry lentils as they transferred them between containers. Children explored various sounds, such as tinkling metal mobiles and rattling dry pulses. The childminder encourages children's interest in numbers, for example as she models counting objects in a variety of situations. Overall, the childminder supports children's language development well. For example, she talks to the children as she joins in their play, naming objects, people and actions. She acknowledges young children's babble when they try to communicate and repeats words correctly for them to copy.

### Personal development, behaviour and welfare are good

Children are happy and settled. The childminder gathers detailed information from parents to help her make children feel secure. For example, she follows babies' home routines for sleeping and eating. Children behave well. They learn to take turns and share toys. The childminder praises children regularly, which helps to boost their self-esteem and confidence. She supports healthy lifestyles. For example, children learn good habits for caring for their bodies and make choices from healthy foods. Children enjoy being active in the fresh air every day, which helps their health and development.

### Outcomes for children are good

All children make good progress. They learn skills that help them prepare well for the next stage of their learning and starting school. For example, children are confident to make choices, relate to other people and to make their needs known. They develop increasing independence in caring for themselves, such as learning to use the toilet without help. From a young age, children show an interest in numbers and shapes.

## Setting details

<b>Unique reference number</b>	EY463581
<b>Local authority</b>	Dorset
<b>Inspection number</b>	1069356
<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>	5
<b>Number of children on roll</b>	5
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	14 March 2014
<b>Telephone number</b>	

The childminder registered in 2013. She lives in Salwayash, near Bridport, Dorset. 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 holds a level 3 early years qualification.

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