

Childminder Report

Inspection date

31 January 2017

Previous inspection date

15 July 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

- Children develop a very close bond with the childminder and form strong friendships. They are happy and settle well in the welcoming home environment. They understand how to behave and are clear about expectations and boundaries.
- The childminder provides particularly strong support for children's language and communication skills. Children are confident to talk and join in enthusiastically with rhymes and stories.
- Children make good progress. They are inquisitive and confident to explore, and ask questions to find out more about the world around them. The childminder is always close by to extend children's learning through discussions.
- The childminder reflects well on her practice. She is proactive in gaining new skills and ideas, for example, through training and linking closely with other childcare professionals, to improve the outcomes for children.
- Children are increasingly independent in managing their personal care needs. The childminder supports them well in making decisions about their play.

It is not yet outstanding because:

- The childminder does not extend the interests of children who prefer to learn outdoors, for example, she does not make the best use of her garden to extend their learning.
- The childminder does not provide parents with detailed information about the next steps in children's learning, to engage them more in children's learning at home.

What the setting needs to do to improve further

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

- support children who prefer to learn outdoors to extend their interests and learning
- extend the arrangements for sharing information with parents to involve them more fully in extending children's learning at home.

Inspection activities

- The inspector observed activities in the childminder's home.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector looked at children's records and a sample of other documentation, including policies and procedures.
- The inspector took account of feedback from parents and the provider's self-evaluation.

Inspector

Samantha Powis

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder keeps fully informed about child protection matters and has clear procedures. She knows what action to take to keep children safe. The childminder constantly evaluates her practice, seeking views from parents and other professionals to support her. She makes good use of what she learns to improve outcomes for children, such as their language and literacy skills. The childminder monitors children's progress well and has a good understanding of what children need to learn next. She uses this to help her plan activities that help children to achieve well.

Quality of teaching, learning and assessment is good

The childminder provides interesting resources and encourages children to explore and investigate. For example, she provides a tray with coloured ice and cotton wool. Children use their hands to investigate and feel the textures, and the childminder introduces new words to extend their vocabulary as they explore the materials. The childminder adapts activities well so that all children can take part. For example, younger children experiment with instruments to join in with familiar songs and rhymes. Older children use actions and start to learn about number order and value as they sing. The childminder teaches children how to use technology to source information. For example, they use an electronic tablet to find out information about Chinese New Year to increase their understanding of the wider world.

Personal development, behaviour and welfare are good

Children are very confident and increasingly independent. The childminder offers high levels of praise, encouraging children to 'have a go' and to try hard, such as when they are learning to walk. Children are keen to help each other, often copying the sensitive and caring interactions they observe from the childminder. The childminder regularly reviews her risk assessments to help her provide a safe environment for children to explore. She teaches children about staying safe. She talks to children about safety as they play and involves them in practising the emergency evacuation procedures. She encourages them to follow positive hygiene routines throughout the day, and provides nutritious snacks and easy access to drinking water to contribute to their health.

Outcomes for children are good

Children develop the skills they need to prepare them for school. They start to recognise their names and those of their friends, such as on the welcome poster. Children frequently count and learn about capacity and measurement, for example, as they fill and empty containers with buttons and beads. From an early age, they develop an interest in stories and learn how to use books for enjoyment. For example, they select and browse through a wide range of books in the cosy area that the childminder has created.

Setting details

Unique reference number	EY241027
Local authority	Dorset
Inspection number	1070477
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 6
Total number of places	5
Number of children on roll	5
Name of registered person	
Date of previous inspection	15 July 2014
Telephone number	

The childminder registered in 2004. She lives in the village of Bere Regis in Dorset. She provides care for children on weekdays throughout the year from 7am to 6pm. The childminder receives funding for free early education for children aged two, three and four years.

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