

# Childminder Report

<b>Inspection date</b>	3 February 2017
Previous inspection date	1 October 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 enjoy warm and trusting relationships. They learn to respect one another's differences.
- Children are keen to take part in a broad range of activities, which the childminder plans according to children's interests and topical themes.
- The childminder knows children well as individuals. She monitors their development effectively, which enables her to identify and address gaps in their learning quickly.
- The childminder establishes effective partnerships with parents and other professionals, which helps her to meet children's individual needs well. Parents report positively on the quality of care and the childminder's calm and caring approach.
- The childminder continues to develop her professional knowledge. For example, attending training has extended her understanding of developmental issues and how to identify if children need extra support.

### It is not yet outstanding because:

- The childminder sometimes misses opportunities to challenge children's thinking and build on what they know during their chosen play activities.
- Occasionally the childminder overlooks chances to develop children's understanding of the importance of healthy eating.

## 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 children's chosen play to provide challenge and extend children's knowledge
- extend opportunities for children to learn about the importance of a healthy diet.

### Inspection activities

- The inspector observed children's activities and her interaction with them in the childminder's home.
- The inspector talked with the childminder about children's activities and their 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 training. The childminder regularly reflects on her practice to help her identify areas for development. For example, she has improved methods for sharing information with parents about their child's day. The childminder continues to adapt activities and resources according to children's interests and learning priorities. She has successfully addressed the recommendations set at the previous inspection, which has improved aspects of children's learning outdoors.

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

The childminder knows that children learn through play and exploration. She provides a good range of play equipment so that they can make spontaneous choices. For example, at the inspection, children used their imaginations well as they acted out real-life and imaginary situations with model figures. The childminder joined in their play, valuing children's ideas. The childminder supports children's language development well. For example, she talks with children, naming objects and actions. She encourages children to recall and describe previous events in their lives. The childminder takes children on regular outings in the local community. Their activities include meeting other people, using alternative play equipment and exploring the world around them. For example, children enjoy singing songs and listening to stories in a group with other children.

### Personal development, behaviour and welfare are good

Children are happy and settled. The childminder gathers detailed information from parents when children start to attend, which helps her make them feel secure. For example, she follows babies' home routines with regard to their sleep and eating patterns. Children behave well. The childminder teaches them to take turns and helps them understand their different needs. She praises children regularly, which helps boost their self-esteem and confidence. Children learn good habits for caring for their bodies and develop increasing independence in carrying out tasks.

### Outcomes for children are good

All children make good progress. They learn useful skills that help to prepare them well for starting school. For example, children are confident to make choices, ask questions and make their needs known. They develop practical skills that help them to be independent, such as using the toilet without help. Children show an interest in numbers and counting. For example, they are keen to count images on a poster and link it to the corresponding numeral.

## Setting details

<b>Unique reference number</b>	EY399435
<b>Local authority</b>	Dorset
<b>Inspection number</b>	1071210
<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>	11
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	1 October 2014
<b>Telephone number</b>	

The childminder registered in 2009. She lives in the Colehill area of Wimborne, Dorset. The childminder offers 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 an early years qualification at level 3.

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

