

Childminder Report

Inspection date

7 February 2017

Previous inspection date

5 March 2013

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

- Since the last inspection, the childminder has successfully implemented new systems that encourage parents to support their children's learning further. For example, parents now contribute to the childminder's regular written assessments of children's progress.
- The childminder organises toys and resources well in her welcoming home so that children can see the full range and make independent choices in their play.
- Children form strong attachments with the childminder. They demonstrate that they feel safe and secure with her. For example, they take comfort in her cuddles when they need reassurance or become tired.
- The childminder accurately observes and assesses children to monitor their learning and development. Children make good progress in relation to their individual starting points.

It is not yet outstanding because:

- The childminder has developed some links with other settings that children also attend. However, this is not consistent for all settings to enable her to provide consistency in every child's learning.
- The childminder does not make best use of professional development opportunities to strengthen her teaching practice further, to provide children with more consistent challenges during planned activities.

What the setting needs to do to improve further

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

- strengthen links with all early years setting that children attend, to enable a two-way flow of information about children's learning needs
- make better use of professional development opportunities to increase knowledge and teaching skills, to provide children with more consistent challenges during planned activities.

Inspection activities

- The inspector viewed the play areas and observed the interactions between the childminder and children.
- The inspector took account of the views of parents, through written feedback gathered for the purpose of inspection.
- The inspector held discussions with the childminder at appropriate times during the inspection.
- The inspector sampled documentation, including children's learning records, training certificates, and risk assessments of the premises.

Inspector

Sarah Madge

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder attends training to update her knowledge of wider safeguarding matters. She has a clear understanding of the procedures to follow should she have any child protection concerns. The childminder regularly checks her home and garden to maintain a safe environment for children to explore. The childminder evaluates her provision well. This has led her to identify additional resources to interest children more and offer different, challenging experiences. For example, she is creating a 'treasure basket' to encourage the youngest children to explore new textures and tools. The childminder shares ideas with other childminders to help her introduce new learning opportunities for children.

Quality of teaching, learning and assessment is good

The childminder works closely with parents to identify what children know and can already do when they first attend. This helps her to plan activities that interest and engage children from the start. She routinely observes children to assess their learning and development, and carefully considers what activities will close any gaps and help them make progress. For example, the childminder skilfully supports a baby to develop the physical skills they need to begin to stand and walk. She places attractive toys around them just out of reach, to encourage them to move and stretch, and become mobile. The childminder develops children's language and communication skills effectively. For instance, she routinely narrates what younger children are doing, using an enthusiastic tone which successfully captures their attention.

Personal development, behaviour and welfare are good

The childminder has strong bonds with the children and supports their confidence effectively. Babies build a special relationship with the childminder, which helps them to explore and interact with others. Children are emotionally secure. The childminder routinely risk assesses the play areas to enable her to provide a hygienic and safe environment for children, especially the youngest ones. For example, she considers children's ages and development when setting out toys, and promptly cleans them after babies have put them in their mouth. Children enjoy daily fresh air and exercise. They benefit from regular opportunities to socialise with other children, such as at local groups.

Outcomes for children are good

Children are motivated to learn and eager to explore. They develop the key skills they need for their future learning and the move to school. Younger children enjoy looking at books with the childminder, and older children show good control as they carefully draw. This helps to develop their early reading and writing skills well.

Setting details

Unique reference number	153378
Local authority	Dorset
Inspection number	1061535
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 3
Total number of places	5
Number of children on roll	3
Name of registered person	
Date of previous inspection	5 March 2013
Telephone number	

The childminder registered in 2001 and lives on the outskirts of Bridport, Dorset. She offers care for children from Monday to Thursday, all year round.

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