

Childminder Report

Inspection date

9 February 2017

Previous inspection date

26 November 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 supports children's learning and development effectively. She works closely with parents from the start to help their children make good progress.
- Children are happy and settled in the childminder's care and form trusting relationships with her. For example, they explore confidently and laugh together frequently at shared jokes.
- The childminder supports children's health and safety well. For example, she maintains safe and secure play areas, encourages healthy eating and provides a good balance of active play and rest.
- The childminder reflects well on the quality of her provision to maintain her good standards and to make further improvements. For example, she obtains photographs of children's families and pets to help them learn about their lives.

It is not yet outstanding because:

- The childminder does not make the best use of opportunities to extend some aspects of children's mathematical development, particularly regarding shape.
- The childminder provides details of children's progress to other settings they attend. However, she does not consistently obtain detailed information from the settings to complement children's learning even further.

What the setting needs to do to improve further

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

- make the best use of opportunities to extend children's mathematical skills even further, particularly regarding shape
- develop the partnerships with the other settings children attend to complement children's developmental needs even more effectively.

Inspection activities

- The inspector observed activities and the quality of the childminder's interaction with the children. She also discussed the effectiveness of an activity with the childminder.
- The inspector observed the management of children's care routines.
- The inspector looked at children's assessment records.
- The inspector sampled the childminder's documentation and discussed her knowledge of the requirements of the early years foundation stage.
- The inspector took account of parents' views.

Inspector

Bridget Copson

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good understanding of her responsibility to protect children's welfare. She keeps up to date with current safeguarding practices to ensure she understands the risks to children. She knows how to respond if she has a concern about children's safety. The childminder values professional development to update her knowledge and skills. For example, she attends training and meetings with professionals. She uses information gained to support children's emotional well-being and to help them understand instructions. The childminder encourages parents to get involved in their children's learning. For example, they complete assessments to monitor children's readiness for school.

Quality of teaching, learning and assessment is good

The childminder completes regular observations to monitor children's progress and to plan their next steps for learning. For example, she organises activities linked to topics and children's personal interests to help them achieve well. The childminder joins in children's play to capture their interest and encourage their communication and language skills well. For example, she describes children's actions as they create their own ideas and games with a tray of sawdust, blocks, containers and animals. Children engage for a long time finding more and more containers to fill while others scatter the sawdust, telling the childminder it is 'snow'. The childminder extends challenges for older children. For example, she encourages them to recognise and sound the letters of their name when they self-register in the morning.

Personal development, behaviour and welfare are good

The childminder is a good role model for children. She helps them to develop positive attitudes and an understanding of her expectations. For example, she encourages them to help tidy up after playing and to share with others. The childminder provides exciting play areas for children with lots of space to create their own games, to sit and read, draw and pretend play. The childminder makes good use of the local community to provide physical play activities, such as walks, trips to the parks and indoor soft play activities. She also arranges group play with other professionals to help children learn about different cultures and beliefs, such as the Chinese New Year celebrations.

Outcomes for children are good

Children develop the skills for their future learning and are well prepared to move on to school. They share their views and make their own choices confidently. Children develop good independence and learn to manage tasks for themselves. For example, they learn how to use a knife to safely chop their fruit at mealtimes and they pour their own drinks. Children behave well and learn good social skills, such as polite manners and kind play.

Setting details

Unique reference number	EY457023
Local authority	Dorset
Inspection number	1071536
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 4
Total number of places	5
Number of children on roll	7
Name of registered person	
Date of previous inspection	26 November 2014
Telephone number	

The childminder registered in 2013. She lives in Weymouth, Dorset. The childminder offers care from 8am to 6pm, Monday to Friday. The childminder receives funding to provide free early education for children aged two, three and four years.

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