

Childminder Report

Inspection date	15 February 2017
Previous inspection date	10 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 uses her good teaching skills to motivate children to learn and helps them make good progress from the start.
- Children are happy and settled in the childminder's care. They explore confidently and learn how to keep themselves safe. For example, they meet members of the community to learn more about keeping safe on outings.
- The childminder teaches children positive attitudes and good behaviour. For example, she provides calm and consistent messages, and helps children to share and use good manners.
- The childminder evaluates the quality of her provision effectively to make ongoing improvements. For example, she has established links with the local pre-school that some of the children will soon attend to ensure they complement children's learning successfully.

It is not yet outstanding because:

- On occasions, the childminder misses opportunities to encourage younger children's communication skills.
- The childminder does not consistently involve parents in their children's learning to track children's progress even more accurately from the start.

What the setting needs to do to improve further

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

- make best use of opportunities to encourage younger children's communication and language skills as well as possible
- develop the partnerships with parents to track and support children's learning even more effectively from the start.

Inspection activities

- The inspector observed activities and the quality of the childminder's interaction with the children.
- 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 observed the childminder working with her assistant and reviewed feedback from parents.

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 and keep them safe. For example, she supervises children closely and uses risk assessments and safety measures to keep them secure in her home and on outings. The childminder uses the policies and procedures efficiently, such as maintaining the no smoking policy. She meets regularly with her assistants to monitor the quality of their interactions to ensure they provide consistently good standards of care and learning for children. The childminder values professional development to update her knowledge and skills. For example, she has attended training to help her gain a greater understanding of each child's overall development.

Quality of teaching, learning and assessment is good

The childminder has a good understanding of children's developmental needs and interests. She uses children's activity choices to help them achieve their next steps for learning. For example, the childminder takes part in older children's pretend play to encourage their imaginations as they make pretend birthday cakes. She asks questions to encourage them to think and talk about home life and extends this by providing toy candles for them to count. The childminder encourages younger children to explore freely using their senses. For example, they become absorbed in painting at the easel, on their hands and across the floor with great enthusiasm.

Personal development, behaviour and welfare are good

The childminder obtains details of children's care needs and routines from parents and works well with her assistant to meet these consistently. Children benefit from interesting play areas with a good range of toys which they choose for themselves. For example, older children repeatedly find their favourite books for the childminder to read. The childminder supports children's health and physical development well. She provides, for example, regular outdoor play and uses a canopy to allow children to play outside in most weathers. The childminder provides opportunities for children to learn about their world. For example, children explore natural life at country parks and meet different members of the community on walks.

Outcomes for children are good

Children develop good skills for their future learning. They enjoy their play and confidently create their own ideas. Older children communicate well and learn good social skills. They enjoy solving simple problems, such as how to construct models with tools. Children learn to manage tasks for themselves. For example, they wash their hands and manage their own lunch boxes.

Setting details

Unique reference number	EY378033
Local authority	Dorset
Inspection number	1071032
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 6
Total number of places	6
Number of children on roll	16
Name of registered person	
Date of previous inspection	10 November 2014
Telephone number	

The childminder registered in 2008. She lives in Puddletown, Dorset. The childminder regularly works with an assistant. The childminder offers care from 7.30am to 6pm from Monday to Thursday and from 7am to 5pm on Friday. The childminder receives funding to provide free early education for children aged two, three and four years. The childminder holds a relevant qualification at level 4.

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.

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