

Childminder Report

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| Inspection date | 18 April 2017 |
| Previous inspection date | 15 January 2015 |

| 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 enjoy the time they spend with the childminder. They form close bonds with her and develop good relationships with her family and one another.
- The childminder provides a broad range of learning experiences which she plans linked to children's interests and topical themes.
- The childminder knows the children well as individuals. She keeps a check on their development, which helps her identify and address any gaps in their learning. Children make good progress.
- Positive partnerships with parents and other early years providers help the childminder to meet individual needs well. The childminder keeps parents well informed about their children's days with her.
- The childminder has successfully addressed the recommendations made at the previous inspection and maintains her good standards. She continues to evaluate her provision and values the views of parents and children to help her identify areas for development.

It is not yet outstanding because:

- The childminder sometimes misses opportunities to encourage children's thinking and build on what they know about the natural world.
- At times, the music playing in the background as children play makes it difficult to hear words clearly when people are speaking.

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 opportunities to extend children's understanding of the natural world
- improve the play environment for children to develop their listening and speaking skills further.

Inspection activities

- The inspector observed children's activities and the childminder's interaction with them inside and outside.
- The inspector talked to the childminder about children's activities and progress.
- The inspector looked at a sample of documents, which included the 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 keeps her knowledge of child protection issues up to date and knows the procedures to follow if she has concerns about a child. She has a positive approach to her professional development and makes good use of what she learns. For example, attending training has extended her understanding of how to support children who have special educational needs. The childminder communicates effectively with parents and supports children's learning at home. Parents report positively on the provision. They are pleased with their children's good progress and appreciate the childminder's flexible service.

Quality of teaching, learning and assessment is good

The childminder provides a good range of interesting play equipment and resources for children to explore. For example, children enjoyed painting pebbles to use as markers for the seeds they planted outside. They liked to mould play dough using various tools, learning about different shapes and colours. The childminder makes good use of such activities to help develop children's vocabulary. For instance, she described 'splats' of paint and explained that she was 'kneading' the dough. Children are confident to make choices and select toys independently. They use their imaginations well, acting out real-life situations, such as taking orders for food at a pretend cafe. The childminder makes sure that they can find writing materials to extend their play and early writing skills.

Personal development, behaviour and welfare are good

Children are happy and settled. They behave well, learning to take turns and share toys. The childminder teaches them about emotions and how different people have different needs. For example, she explains about how babies learn and she provides activities that teach children about various cultures and celebrations. Children are keen to help each other pack away play equipment when they have finished with it. They learn good habits for caring for their bodies and have opportunities to be active and enjoy fresh air each day.

Outcomes for children are good

Children learn useful skills that help to prepare them well for the next stage in their learning and starting school. For example, they develop social skills as they make friendships and mix with others at children's groups. Children become increasingly independent and are confident to make choices. They confidently make their needs known. Children start to show an interest in numbers and shapes, and develop early literacy skills.

Setting details

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| Unique reference number | EY433585 |
| Local authority | Dorset |
| Inspection number | 1095053 |
| Type of provision | Childminder |
| Day care type | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 2 - 8 |
| Total number of places | 5 |
| Number of children on roll | 3 |
| Name of registered person | |
| Date of previous inspection | 15 January 2015 |
| Telephone number | |

The childminder registered in 2011. She lives in Lyme Regis, Dorset and offers childcare for 49 weeks of the year. The childminder receives funding to provide free early years education for children aged two, three and four years.

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Piccadilly Gate
Store St
Manchester
M1 2WD

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