

Childminder Report

Inspection date	25 May 2017
Previous inspection date	28 May 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

- The childminder provides a safe and welcoming environment. She is attentive to children's individual needs and has a calm manner, which helps children feel secure. Parents report positively on the childminder's nurturing and patient approach.
- Children behave well. The childminder encourages them to show respect to other people, such as by sharing and taking turns.
- The childminder offers a broad range of activities and learning experiences. For example, she regularly takes children on outings in their local community where they meet other people and learn about the world around them.
- The childminder tracks children's progress in their learning regularly, which helps her to identify and address gaps quickly. Children make good progress from their starting points.
- The childminder keeps her knowledge up to date in various ways, which enables her to keep children safe and well-cared for.

It is not yet outstanding because:

- Sometimes art activities have an end result that is pre-determined by the childminder and are not planned well to engage children and keep them interested.
- The childminder does not consistently exchange precise information with parents to involve them in planning their children's next steps in their learning.

What the setting needs to do to improve further

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

- improve the organisation of art activities to enable children to explore and express their own ideas
- develop partnerships with parents further, to involve parents more effectively in planning towards their children's learning and progress.

Inspection activities

- The inspector observed children's activities and the childminder interacting with them, inside and outside.
- The inspector talked to the childminder about children's activities and children's progress.
- The inspector looked at a sample of documents, which included the childminder's safeguarding policy, accident and incident records and children's progress records.
- The inspector took account of parents' views, obtained in person and from letters they had written.

Inspector

Brenda Flewitt

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder understands about child protection issues and she knows the procedures to follow if she has concerns about a child. She is vigilant in keeping relevant records, for example, of children's injuries. The childminder has successfully addressed the recommendations set at the previous inspection, which has improved children's understanding of looking after their bodies, for instance. The childminder reflects on her provision to identify areas to develop. For example, she notes how children use the play equipment and makes changes according to her observations, to benefit their play and learning.

Quality of teaching, learning and assessment is good

The childminder provides a good range of play equipment and resources, which children select from independently. Children enjoy various sensory experiences as part of their learning through play. At the inspection, children were keen to investigate cooked spaghetti. They transferred it between various containers and used their imaginations well as they made 'dinner' and 'birthday cakes'. They continued the theme with play dough, moulding and shaping, then counting candles and singing songs. The childminder supports children's language development well in various ways. For example, she displays pictures that are of interest to the children and encourages them to talk about what they can see and to recall what they know. The childminder adds new words to help develop children's vocabulary, for instance, she referred to 'antennae' when drawing a butterfly.

Personal development, behaviour and welfare are good

The childminder finds out information from parents about children's home life, which helps her to make them feel secure. For example, she follows children's individual sleep patterns. Children develop confidence in making their needs known and the childminder responds positively. The childminder supports healthy lifestyles. She makes sure that children are protected from the harmful rays of the sun, offers them nutritious food at snack time and makes sure that they drink frequently. Children have opportunities to be active in the fresh air every day. For example, they go for woodland walks where they learn about nature and attempt more challenging physical tasks.

Outcomes for children are good

Children learn useful skills for the next stage in their learning and for starting school. For example, children develop increasing independence, such as using the toilet without help and washing their hands. They learn to do practical tasks, which include peeling fruit and using various tools. Children use their imaginations well and are confident to relate to other adults. Children show an interest in books, letters and sounds. They start to recognise familiar words, for example, as they see the labels on the toy storage units.

Setting details

Unique reference number	144245
Local authority	Dorset
Inspection number	1089681
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 8
Total number of places	6
Number of children on roll	11
Name of registered person	
Date of previous inspection	28 May 2015
Telephone number	

The childminder registered in 1998. She lives in the Colehill area of Wimborne, Dorset. The childminder offers childcare each weekday for 50 weeks of the year. She receives funding to provide free early years education for children aged three and four years.

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