

Childminder Report

Inspection date

12 June 2017

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 is friendly and welcomes children to her home. They respond happily to her reassuring approach and develop a positive sense of emotional well-being.
- The childminder provides a good variety of exciting play experiences that motivate all children to make good progress, including those who have special educational needs.
- Children behave well. They respond positively to the childminder's warm and frequent praise and they learn to share and be kind to others.
- The childminder has a positive approach to continually develop her professional knowledge. For example, she has completed training that has helped her provide more activities to support children's particular patterns of behaviour in play and support their learning more effectively.
- The childminder organises play areas effectively to encourage children's participation. Children move around the home easily and independently access toys of their choice.

It is not yet outstanding because:

- Although the childminder monitors children's achievements, she does not consistently identify their next steps of development as accurately as she could, to share with parents and other settings children attend more effectively.
- The childminder has not established effective ways of evaluating all aspects of her practice or included the views of parents and children to further support improvements.

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 assessment systems to identify children's next steps of development more precisely and share these more effectively with parents and other settings children attend
- improve evaluation systems to consistently include parents' and children's views and focus more precisely on all aspects of the provision to support continuous improvement more effectively.

Inspection activities

- The inspector observed children's interactions indoors and outdoors and discussed children's development with the childminder.
- The inspector viewed documentation, such as operational policies, procedures and required records for suitability.
- The inspector took into account the written views of parents.
- The inspector discussed self-evaluation with the childminder.

Inspector

Mary Daniel

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good understanding of child protection issues and her responsibility to protect children's welfare. For example, she supervises children well at all times. She continues to attend safeguarding training and keeps up to date with changes in legislation. The childminder supports parents well to settle their children and keeps them informed of their daily activities. The childminder continues to assess children's safety in her home and when using play equipment. She is committed to improving her practice and has developed a range of activities to support children's learning indoors and outdoors. For example, children like mixing herbs, soil and water in the mud kitchen or making marks with chalks on a large blackboard.

Quality of teaching, learning and assessment is good

The childminder recognises children's individual ways of learning and supports their specific interests very well. She encourages their early awareness of mathematical concepts such as number, size and shape effectively. For example, younger children become absorbed putting toys in and out of different sized pots and bowls. Older children follow a map and count how many steps they need to take to find buried treasure in a pirate game. The childminder encourages children's language development very well. For example, young children quickly learn the signs for 'please' and 'thank you'. Older children learn new words, such as 'oystercatcher', on a visit to a local bird watching area.

Personal development, behaviour and welfare are good

The childminder supports children's physical development and enjoyment of nature very well. For example, children enjoy going on 'welly' walks and search for insects and fish, such as freshwater shrimps in a nearby stream. They go to the beach and have an enjoyable time jumping over small waves or digging to make sandcastles. The childminder actively encourages children to learn about keeping safe. For example, children play a 'stop and go' game to help them learn where they can play safely and cross roads sensibly. Children are relaxed and happy in the childminder's care. For instance, they often give her a spontaneous hug.

Outcomes for children are good

Children gain good skills to help them with their future learning at pre-school and school. Children develop good independence skills, for instance, learning to feed themselves and pour drinks from a young age. Children recognise familiar words and are confident to try writing the letters of their name. Children learn to follow instructions, for instance, as they put soil into a flower pot and make a hole to fit in a plant.

Setting details

Unique reference number	EY487031
Local authority	Dorset
Inspection number	1014262
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 7
Total number of places	5
Number of children on roll	7
Name of registered person	
Date of previous inspection	Not applicable
Telephone number	

The childminder registered in 2015. She lives in Lyme Regis, West Dorset. The childminder is available to care for children Monday to Friday, 8am to 6pm, all year round. She holds a childcare qualification at level 3. The childminder receives funding to provide free early years education for children aged two, three and four years.

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