

Childminder Report

Inspection date

19 July 2017

Previous inspection date

20 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

- Children make good progress in relation to their starting points. The childminder uses accurate assessments of children's development to monitor and support their learning effectively.
- The childminder works closely with parents and the other settings children attend. She exchanges information regularly to help support children's care and learning consistently.
- The childminder provides an exciting play environment for children, with a wealth of activities to support their interests and learning. Children enjoy lots of outdoor play and activities to support their health and physical development.
- The childminder values professional development to maintain and build on her good standards of care and teaching. For example, she researches ideas to enhance children's learning, such as how to support their early writing skills in different activities.

It is not yet outstanding because:

- On occasions, the childminder does not help children to learn the correct pronunciation of words when talking with them to support their language skills as well as possible.
- The childminder misses some opportunities to encourage older children to solve simple number problems to extend their mathematical skills 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 consistently build on children's early language skills so they learn to pronounce words correctly
- strengthen older children's mathematical skills even further, to help them solve simple number problems.

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 and talked to children at appropriate times.
- 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 kept up to date with new child protection guidance. She has a clear understanding of how to identify signs that a child is at risk of harm and the correct procedure to follow to help assure their welfare. The childminder monitors and evaluates the quality of her provision well and obtains the views of children and their parents to help her make ongoing improvements. For example, she has improved the organisation of resources to encourage children to create more freely and sings with children more regularly in their play. The childminder maintains good standards of safety in her home and on outings, to keep children secure and help them to learn about staying safe.

Quality of teaching, learning and assessment is good

The childminder has a good understanding of each child's developmental stage and needs. She plans children's learning effectively and uses good teaching skills to adapt activities to keep children challenged and interested. For example, she captures younger children's curiosity to experiment with paint for the first time and to help them learn about colour. The childminder extends this for older children, challenging them to name shapes and to talk about the colour changes as they mix paints. She supports children's early literacy skills well. For instance, she encourages older children to learn the sounds and letters of their name and to label their work, which children take pride in doing well.

Personal development, behaviour and welfare are good

Children are happy and settled in the childminder's care. They confidently lead their own play and ideas as they move freely between the garden and the playroom. Children learn about the natural environment in many activities. For example, they plant seeds and help to care for the vegetables growing. Children observe first hand the life cycle of caterpillars changing into butterflies to learn about growth and change. The childminder helps children to develop respect for others, such as learning about different cultural celebrations from around the world.

Outcomes for children are good

Children are interested and motivated to learn. They engage well in their play and confidently make their own choices. Children develop good skills that prepare them well for their next stage of development and move on to school. They listen well and behave positively, such as using good manners, helping and sharing well. Children learn to manage tasks for themselves to build their independence. They learn to dress themselves, prepare their fruit at snack time and pour their own drinks.

Setting details

Unique reference number	EY378604
Local authority	Dorset
Inspection number	1093531
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	5
Number of children on roll	3
Name of registered person	
Date of previous inspection	20 May 2015
Telephone number	

The childminder registered in 2008 and lives in Verwood, Dorset. She offers care from 7.30am to 6.30pm on Monday to Thursday and from 7.30am to 1pm on Friday. The childminder receives funding to provide free early education for children aged two, three and four years. She holds a relevant qualification at level 3.

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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