

Childminder Report

Inspection date

8 December 2017

Previous inspection date

20 July 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 and her assistants have developed successful methods to monitor children's progress. For example, they carry out regular observations and assessments of each child's development, to plan for their next steps in learning. Children make good progress from their individual starting points.
- Children form strong bonds with the childminder and her assistants. They settle quickly and demonstrate confidence in making their own choices about what they would like to play with. Children show that they are happy and well settled.
- The childminder and her assistants promote a good use of language and communication. For example, they spend time asking questions and speaking to children during play. All children develop good communication skills.
- Children behave well. They learn to share the resources and play well alongside the other children. For example, they play together preparing 'food' during imaginative play.

It is not yet outstanding because:

- Occasionally, the childminder and her assistants do things for children that they could easily try to do by themselves, such as wiping their noses and putting on their coats.
- The childminder does not involve children and parents in evaluating the service that she is providing, to help her reflect on and improve her good practice further.

What the setting needs to do to improve further

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

- provide children with opportunities to develop their independence in managing their own needs
- develop the procedures used to evaluate the setting, to include the views and opinions of parents and children, to help improve the service provided.

Inspection activities

- The inspector observed the interactions between the childminder, her assistants and the children.
- The inspector sampled a range of documentation and children's records.
- The inspector read written statements from parents and took their views into account.
- The inspector had discussions with the childminder, her assistants and the children during the inspection.
- The inspector carried out a joint observation with the childminder.

Inspector

Victoria Nicolson

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder and her assistants have a good understanding of the procedures to follow to report concerns about a child's welfare. The childminder successfully supports her assistants to follow and implement her policies and procedures, including procedures on allegations and the safe use of mobile phones and technology. She successfully monitors the suitability of her assistants and her apprentice to safeguard children. The childminder supports her assistants' professional development well. For example, they complete training with her to develop their skills and knowledge. The childminder also uses information that she gathers from training to develop her own practice. For example, recent training on assessment and planning has had a positive impact on how the childminder plans for children's next steps in learning.

Quality of teaching, learning and assessment is good

The childminder and her assistants gain a good understanding of children's individual needs and interests on entry to the setting through the information they gather from parents. They use their knowledge of the children to provide them with interesting and exciting activities. For example, children spent time focused and engaged as they mixed and peeled Brussels sprouts during messy play. The childminder involves parents in their children's learning, to encourage them to support their children's learning at home. For example, children enjoy taking their own book bags home with activities and stories to share with their parents.

Personal development, behaviour and welfare are good

The childminder and her assistants place a high importance on children's safety. For example, they risk assess the premises effectively to ensure children's safety. Children gain confidence and demonstrate pride in their achievements. For example, they excitedly show the childminder how they can use the shape cutter to make Christmas confetti with paper. The childminder and her assistants help to raise children's confidence and self-esteem. For example, children enjoy seeing displays of their achievements.

Outcomes for children are good

Children gain skills that prepare them well for the next stage in their learning and the eventual move on to school. For example, they gain good social skills and are confident at communicating their needs and interests. Young children develop good physical skills. For example, they learn to control their movements to balance on the beams in the garden. Older children gain a love of literacy and storytelling. They cuddle up with the assistant and listen intently to their favourite stories.

Setting details

Unique reference number	EY349739
Local authority	Dorset
Inspection number	1118865
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	17
Number of children on roll	13
Name of registered person	
Date of previous inspection	20 July 2015
Telephone number	

The childminder registered in 2007. She lives in Shaftesbury, Dorset. She is available to care for children from 8am until 5.30pm from Monday to Friday, all year round. At times, she works with two assistants.

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