

# Childminder Report

**Inspection date**

21 May 2018

Previous inspection date

15 June 2017

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	3
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 from the start. The childminder uses accurate assessments of children's development to identify their strengths, and to plan for any gaps in their learning.
- Partnerships with parents are good. The childminder involves them closely in their children's learning, and meets children's needs consistently. Parents share positive views of the childminder's provision, such as how children thrive in her care.
- Children behave well and have good manners. They benefit from the childminder's positive example, to help them learn what is expected of them.
- The childminder values professional development to build on her knowledge and skills, and to improve outcomes for children. For example, she has used guidance from other professionals to encourage children's independent learning, and to engage them further in their play.

### It is not yet outstanding because:

- The childminder misses some opportunities to help children to learn more about other people's lives and families, to enhance their understanding of the wider world.
- The childminder does not consistently exchange detailed information with the other settings children attend, to help complement children's development as well as possible.

## What the setting needs to do to improve further

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

- develop more opportunities for children to explore one another's lives and families to enhance their understanding of the wider world even further
- enhance partnerships with the other settings children attend, to complement children's developmental needs even further.

### Inspection activities

- The inspector observed activities and the quality of the childminder's interactions 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

The childminder reflects on and evaluates the quality of her provision successfully. She has made significant improvement since the last inspection. For example, she uses a more-flexible approach to planning and supporting children's next steps for learning, and to ensure challenges meet children's individual developmental needs. The childminder has developed the organisation of the play areas successfully to ensure children can move between the play areas easily, and even the youngest children choose toys for themselves. Safeguarding is effective. The childminder has a good understanding of child protection issues, and keeps up to date with new guidance to help ensure she can safeguard children's welfare. She understands the risks to children, and the correct procedures to follow in the event of a concern about a child.

### Quality of teaching, learning and assessment is good

The childminder knows the children well, and joins in their play to keep them involved and learning. She encourages children's communication and language development well. For instance, she names the toys younger children explore and see in books, and instigates discussions with older children to build their language skills, such as explaining for what a scarecrow is used. She adapts her questioning techniques to challenge children's thinking, such as pretending to not know things, to help encourage children to think for themselves. The childminder builds on children's learning to introduce other challenges. For example, she encourages older children to count in sequence and to find numerals for her. Children show her the number three, telling her this is how old they are.

### Personal development, behaviour and welfare are good

The childminder maintains a safe environment and teaches children how to manage their personal safety well. For example, children know to 'stop, look and listen' before crossing the road. Children are very happy and settled in the childminder's care. They laugh together, form loving friendships with other children, and cuddle the childminder frequently. Children benefit from a good range of activities to support their health and physical development. For example, children play ball games, ride wheeled toys outside, and join in action songs to move in different ways. The childminder helps younger children to develop and use their new walking skills safely.

### Outcomes for children are good

Children develop the key skills they need to prepare them for their next stage in learning and the move to school. They are interested and motivated learners who engage for long periods in their play. Children learn to manage tasks themselves to build their self-confidence and independence. For example, children wash their hands, chop their fruit at meals, and younger children learn to feed themselves competently. They communicate well and develop healthy lifestyles.

## Setting details

<b>Unique reference number</b>	144238
<b>Local authority</b>	Dorset
<b>Inspection number</b>	1110335
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	1 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	10
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	15 June 2017
<b>Telephone number</b>	

The childminder registered in 2001. She lives in Verwood, Dorset. She provides care from 7.30am to 6.30pm on Monday to Friday. She receives funding to provide free early education for two-, three- and four-year-old children. The childminder 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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