

Childminder report

Inspection date	20 August 2018
Previous inspection date	25 August 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

The 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. She keeps parents well informed of children's progress.
- The childminder supports children's physical development well. For instance, children learn about healthy foods and good personal hygiene. She provides appropriate clothing to ensure children enjoy lots of outdoor play and many varied outings in all weathers.
- The childminder keeps children safe and secure in her care. She helps them to learn about personal safety effectively, such as practising safe road crossing.
- The childminder values professional development to update her skills and to support good outcomes for children. For example, she has introduced finger puppets to involve younger children in stories to support their literacy development well.

It is not yet outstanding because:

- The childminder misses some opportunities to help children learn more about numbers and quantity to develop 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:

- strengthen children's mathematical skills even further, to help them learn more about numbers and quantity.

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 leadership and management is good

Safeguarding is effective. The childminder keeps up to date with child protection guidance to ensure she understands the risks to children. She has clear procedures to follow in the event of any concerns about a child to safeguard their welfare. Partnerships with parents are good. The childminder works effectively with parents from the start to meet children's needs consistently and well. She keeps them closely informed each day of their children's routines, activities and well-being. The childminder evaluates her provision successfully to make improvements, and encourages parents to share their views with her. Parents state, for example that the childminder's skills reflect in their children's happiness and contentment, and she supports children through the stages in their lives.

Quality of teaching, learning and assessment is good

The childminder provides a good range of activities to capture and maintain children's motivation to learn. For example, children become absorbed exploring and using real kitchen resources to mix soil and water in the 'mud kitchen' outside. The childminder ensures they have a continuous supply of water to keep them engaged. She joins in to support their communication and language skills well. For instance, the childminder talks through younger children's play to help them understand their actions, and asks them to name the things they use. She extends questions for older children to encourage them to discuss their creative ideas and imaginative play. As a result, children are keen to tell her about the pretend meals they are making and how they will cook them. The childminder encourages children's reading skills well, such as recognising labels on food packets and signs in the garden, and to find their name labels.

Personal development, behaviour and welfare are good

Children are happy, settled and develop warm and trusting relationships with the childminder. They explore freely, laugh together and cuddle her when tired. The childminder encourages children to make their own choices and provides ideas and resources to build further on their play. For example, when younger children ask for more music, she includes musical instruments, and they join in singing and dancing with great enthusiasm. Children behave well. They learn to develop respect, good social skills and older children help younger children kindly. Children benefit from the childminder's calm and consistent messages, good example and support to help develop positive attitudes and a respect for the beliefs of others.

Outcomes for children are good

Children develop the key skills they need to prepare them for their next stage in learning. They learn to manage tasks competently to build their independence and self-confidence, such as changing their clothes and managing their lunch boxes. Children develop good writing skills, such as using their fingers and one-handed tools to make marks in paint, and older children learn how to write correctly. Children learn about the difference between small and big objects to develop this area of their mathematical development.

Setting details

Unique reference number	144198
Local authority	Dorset
Inspection number	10062631
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	25 August 2015

The childminder registered in 1995. She lives in Corfe Mullen, Dorset. The childminder offers care from 8am to 5.30pm, Monday to Friday.

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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