

Childminder report

Inspection date	25 September 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Not applicable	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 from the start. The childminder observes and monitors children's development accurately to identify and address any gaps in their learning.
- The childminder works closely with parents and other settings that children attend to meet their needs consistently and well. For example, she uses daily diaries to keep parents informed and makes activity suggestions to enhance children's learning further at home.
- Children behave well. The childminder helps children learn what is expected of them and to develop good social skills. For instance, children learn to share, use 'kind hands' and take turns.
- The childminder evaluates the quality of her provision successfully to prioritise areas for improvement and encourages parents to share their views. Parents state, for instance, the childminder provides a huge variety of outings, she is dedicated and forms strong bonds with children.

It is not yet outstanding because:

- On occasions, the childminder does not give children time to respond to her questions to encourage them to think more.
- The childminder misses some opportunities to develop children's interest in books, such as when they choose to play outside.

What the setting needs to do to improve further

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

- provide more opportunity for children to answer questions to strengthen their thinking skills as effectively as possible
- extend opportunities to encourage children's interest in books to enhance their literacy skills 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 leadership and management is good

Safeguarding is effective. The childminder keeps her good knowledge of child protection issues up to date. She has clear procedures to follow in the event of any concern about a child to help safeguard their welfare. The childminder is committed to professional development to improve her skills and to support good outcomes for children. For example, she uses ideas from educational websites to develop enjoyable ways to support children's understanding of shape, such as finding and naming hidden shapes in soft noodles. The childminder maintains good standards of health and safety. She supervises children closely to protect them from harm.

Quality of teaching, learning and assessment is good

The childminder knows the children well and joins in their play with enthusiasm to help them achieve their next steps for learning. For example, she encourages children to count, weigh objects and to understand size to support their mathematical development. The childminder builds further on older children's learning effectively. For instance, she helps them to recognise numerals and match them to quantities successfully to extend their understanding of numbers. Children enjoy many opportunities to support their writing skills. For example, younger children paint with water outside and older children carry around paper and pens while they practise writing letters and names correctly. The childminder describes children's play to help them understand their actions and repeats back the new words they learn to extend their vocabulary.

Personal development, behaviour and welfare are good

The childminder provides exciting play areas for children with a very good range of activities for them to choose freely. She supports children well to help them overcome challenges. Consequently, children persevere with tackling problems and take pride in what they achieve. The childminder responds with sensitivity to children's feelings. For instance, she soothes and cuddles them when they become tired and provides space for them to play peacefully on their own when they choose. Children benefit from lots of activities to develop their health and to learn about the world. For example, they go for daily walks, find natural resources and bugs to explore and learn about different cultural events.

Outcomes for children are good

Children develop the key skills they need to prepare them for their next stage in learning. They are interested and motivated to learn, and engage well in activities. Children confidently make their own choices and create their own ideas. They develop good independence. For example, children learn to dress themselves, to manage their own self-care and serve themselves at meals. Children use their imaginations well, such as creating their own models and games.

Setting details

Unique reference number	EY537497
Local authority	Dorset
Inspection number	10077009
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 7
Total number of places	4
Number of children on roll	6
Date of previous inspection	Not applicable

The childminder registered in 2016 and lives in Poole, Dorset. She operates from 7.45am to 5pm, Monday to Thursday. The childminder provides funded early education for three- and four-year-old children.

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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