

Childminder report

Inspection date	12 February 2019
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

This provision is good

- The childminder has developed strong partnership with parents. They are well informed about their children's progress and are provided with hints and tips to extend their children's learning and development at home.
- Children are confident and independent. They are happy in the childminder's home and are very settled. They understand the importance of keeping healthy, enjoying nutritious snacks, being outdoors and practising good hand hygiene.
- The childminder uses the views of parents and children to help her make improvements to her practice. She continually assesses her provision to develop her practice. For example, she hopes to extend children's outdoor experiences even further to extend their learning opportunities.
- Children are keen to learn. The childminder provides a broad range of resources and activities that keep their interest and spark their imagination. She adapts play to engage the oldest and youngest children effectively. However, at times, the childminder does not give children time to think and respond to questions.
- When face-to-face training is not possible, the childminder has not considered other ways to extend her professional development to further promote children's learning to the highest level.

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 sufficient time and space to think and respond to questions
- explore different ways to extend professional development opportunities.

Inspection activities

- The inspector spoke to the childminder and children at appropriate times throughout the inspection.
- The inspector viewed a sample of documentation relating to the childminder's practice, including children's developmental records.
- The inspector gathered the views of parents through written communication and parent questionnaires.
- The inspector observed children as they played, and the interactions between them and the childminder.
- The inspector spoke to the childminder about safeguarding matters, and how she keeps children safe.

Inspector

Anne Mitchell

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder keeps her safeguarding knowledge up to date. She knows how to recognise when a child may be at risk of harm and how to refer concerns to the relevant authorities. She encourages children to learn to stay safe and provides a secure environment for them to play and learn in safety. The childminder has good experience in early years, she holds a qualification in childcare and has attended some training since registration. This has enabled her to understand safeguarding matters and prepare older children for the move to school with more confidence, for example. The childminder monitors children's progress and regularly checks to identify and close any emerging gaps in their development. She has close and effective links with nurseries that children also attend, sharing children's starting points, interests and progress with them. This provides a consistent approach to children's care and development.

Quality of teaching, learning and assessment is good

The childminder provides a broad range of resources and activities that meet the children's different learning styles and prepares them for the next stage of their learning. She uses her observations to plan activities that interest children and help them make good progress. For example, they are learning about colours and explore the different red objects display. The childminder skilfully includes all areas of learning through daily routines. For example, at snack time, children learn about the shapes, colours and textures of different foods. They learn new vocabulary, such as 'segment' and count how many there are in each satsuma.

Personal development, behaviour and welfare are good

The childminder is caring and sensitive to children's needs. When a child is unsettled, she is sensitive, positive and cheerful, helping the child feel secure and happy, and they soon settle well. Children are confident and choose from a varied range of resources. The childminder makes good use of the outdoors to support children's learning. She encourages them to identify any risks in the garden before they play outside, to help them learn to manage their own safety.

Outcomes for children are good

Children learn good independence from a very early age. For example, even the youngest children peel a satsuma without any help. Older children eagerly dress themselves for outside play and all children choose toys for themselves. Children learn through a broad range of activities. For example, they begin to recognise numbers as they dig in the sand to find the numbered pebbles. Children are enthusiastic learners. For example, they learn about the natural world as they eagerly look for the deer and birds they see outside.

Setting details

Unique reference number	EY540911
Local authority	Dorset
Inspection number	10089519
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 5
Total number of places	3
Number of children on roll	6
Date of previous inspection	Not applicable

The childminder registered in 2016 and operates from her home in Furzebrook, near Wareham in Dorset. She provides care Monday to Wednesday from 8am to 6pm all year round. The childminder holds a BTec National Diploma in Childhood Studies.

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