

# Childminder report

<b>Inspection date</b>	16 May 2019
Previous inspection date	26 May 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

### This provision is good

- The childminder provides a warm, welcoming and homely environment. She has a wide range of interesting resources to support children's play. Children have the freedom to make their own choices, helping to support their independence.
- The childminder keeps parents regularly updated on their child's day and progress in a variety of ways. This encourages parents' involvement in their children's learning and development. The childminder has daily discussions with parents, sends photographs via her phone and shares their child's learning journey files with them.
- Children have formed strong emotional attachments with the childminder. They are happy, well settled and eagerly go to the childminder to engage her in their play.
- Children show concentration and determination. They readily take part in the many varied opportunities available. For instance, they show great enthusiasm when they balance blocks on top of each other.
- The childminder makes good use of the local environment to support children's learning and social skills. For example, children enjoy trips to a variety of toddler groups and woodland walks.
- At times, the childminder does not recognise opportunities to extend the younger children's language and communication skills further.
- The childminder does not target self-evaluation precisely enough on raising the quality of the teaching to a higher level.

## What the setting needs to do to improve further

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

- make better use of opportunities that arise to encourage younger children's developing language skills even further
- build on existing self-evaluation to focus on raising the quality of teaching to a higher level.

### Inspection activities

- The inspector took account of the views of parents through discussion and the written feedback provided.
- The inspector spoke to the childminder and children at appropriate times.
- The inspector sampled documentation, such as reports from the local authority advisers, children's records and written policies.
- The inspector completed a joint observation with the childminder.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.

#### Inspector

Rachel Cornish

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder knows how to swiftly meet children's needs if she has any child protection concerns. She has a good understanding of how to keep children safe. For instance, she informs Ofsted of all household members over the age of 16, so that necessary suitability checks can be carried out. The childminder attends professional training to further her knowledge. For example, she discusses how the recent training on reading has helped her to implement storytelling prompts that encourage children's literacy and creativity. The childminder receives feedback from parents, children and other professionals to enable her to improve practice. She acts on the suggestions of the local authority adviser to make well-planned improvements. For instance, she has strengthened assessment arrangements to help her identify and swiftly address any gaps in children's learning.

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

The childminder uses a good observation and assessment process to plan precisely for children's needs and requirements. She supports children to persevere with particular skills that they are showing an interest in by giving them time and plenty of encouragement. For example, older children practise carefully pushing malleable dough with their fingers through holes to make spikes on a dinosaur. The childminder observes this and offers suggestions and further resources to develop this skill. She introduces early mathematical concepts to children during everyday activities. For instance, they count together the number of spikes made and measure the different heights of the spikes with a ruler. The childminder helps to support young children's good control and coordination of their movements. For example, she provides children with one-handed tools to develop techniques using a range of equipment to manipulate the dough.

### Personal development, behaviour and welfare are good

The childminder sets simple rules and is consistently polite and respectful. Children behave well. They consistently use simple manners, such as saying 'thank you' without being reminded. Children enjoy enthusiastic praise for their efforts and achievements. Parents speak positively about the childminder. They feel their children are secure, happy and are developing good social skills. The childminder promotes children's healthy lifestyles effectively. For instance, older children learn to wash their hands before meals and after using the toilet. Children have the physical skills to be independent and take care of themselves. For example, younger children enjoy playing in cars in the garden and using a trampoline.

### Outcomes for children are good

Children eagerly join in with activities and make good progress from their starting points. They are well prepared for their next stage of learning and eventual move to school. Children engage well in their chosen play and concentrate for a good length of time. For example, younger children use chalkboards outside to make marks and they develop early writing skills. Older children understand instructions and learn positional language, such as 'in front' and 'behind'.

## Setting details

<b>Unique reference number</b>	EY375347
<b>Local authority</b>	Dorset
<b>Inspection number</b>	10062666
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 - 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	13
<b>Date of previous inspection</b>	26 May 2016

The childminder registered in 2008 and lives in Verwood, Dorset. She holds a childcare qualification at level 4. The childminder provides care each weekday from 7.30am to 6pm, throughout most of the year. She receives funding for the provision of free early education for children age three years.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

