

# Childminder report

<b>Inspection date</b>	27 June 2019
Previous inspection date	28 September 2015

<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 is very respectful towards children. She treats all children as individuals and values their comments and contributions. Children are confident, happy and emotionally secure in this friendly setting.
- Children make good progress in their learning from their starting points. The childminder engages in regular professional development opportunities to help improve her skills and outcomes for children. For instance, she has recently completed training about 'narrowing the gap' to support children's learning and development.
- The childminder develops children's communication and language skills effectively. For example, she models language well and engages in constant conversation with children about their play.
- The childminder provides a range of stimulating activities and resources to develop children's curiosity. She has considered carefully the storage of toys to enable children to explore independently and choose their play.
- At times, the childminder misses opportunities to encourage children's thinking skills and provide more challenge to help extend children's learning further.
- The childminder's current self-evaluation systems are not fully established to help her to identify clear and precise priorities to improve.

## 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 provide more challenge during activities for children to extend their learning and to develop children's thinking skills further
- extend current self-evaluation systems and identify a clear and targeted plan in order to help develop the quality of service at the highest level.

### Inspection activities

- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector talked with the childminder at appropriate times during the inspection.
- The inspector viewed a range of documentation and discussed procedures for safeguarding with the childminder.
- The inspector took account of written feedback from parents.

#### Inspector

Rachel Cornish

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a good understanding of child protection issues and knows the action to take should she ever have concerns about a child's welfare. She monitors her own safeguarding practice regularly to help ensure children stay safe in her care. The childminder continues to provide a good service for children. Since the last inspection, she has taken effective steps to ensure parents are well informed about the progress their children make, to help them to support their children's learning. Written feedback from parents indicates that they are pleased with the service provided. The childminder works well with providers and outside professionals to ensure children receive the appropriate support they need. This helps to provide a consistent approach to support children's learning and development.

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

The childminder observes children regularly during play and monitors their progress. Coupled with her good understanding of how young children learn, the childminder provides a range of activities to help to support children's development. The childminder provides clear demonstrations and instructions to help children learn. She also enables them to explore, learn independently and to try new things. For example, older children enjoy experimenting with traffic cones in a number of different ways, such as filling them with toy cars and creating a colour-matching game with hoops. The childminder supports children's learning about similarities and differences. For instance, older children learn to respect people's differences, such as having eyes of different colours. Toddlers enjoy story times. They sit with the childminder and read books about things that interest them. The childminder talks about the pictures before reading the words. This contributes towards children's good literacy skills.

### Personal development, behaviour and welfare are good

The childminder helps to settle children into her home quickly. She plays alongside them and follows their interests. The childminder knows the children well. For example, she recognises quickly when toddlers are tired and need to sleep. The childminder nurtures children's independence and sense of responsibility effectively. For instance, older children help to complete tasks of tidying up toys after activities, and they learn to put on their shoes before going outside. They are well behaved and develop good social skills, such as kindness and respect for others. Good hygiene routines and healthy lifestyles contribute well to children's personal development. For example, children enjoy healthy foods and benefit from physical activity, such as riding in push-along cars to strengthen the muscles in their legs.

### Outcomes for children are good

Children are well prepared for the next stage in their learning and going to school. They make good progress in their communication and language skills. For instance, older children sing their favourite songs with enthusiasm, and toddlers babble happily while they play. Children enjoy being creative, and they develop their imaginations well. For example, toddlers confidently move their toy trucks along the floor and older children choose clothes to dress up in.

## Setting details

<b>Unique reference number</b>	EY439128
<b>Local authority</b>	Dorset
<b>Inspection number</b>	10062643
<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>	0 - 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	28 September 2015

The childminder registered in 2012. She lives in Shaftesbury, Dorset. She receives funding to provide free early years education for children aged three years. The childminder holds a childcare qualification at level 3. At times, she works with an assistant.

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