

Childminder report

Inspection date: 18 September 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The childminder provides a warm and welcoming environment where children feel happy, safe and secure. Children are particularly confident to choose from the wide range of resources and enthusiastically engage in the learning experiences provided by the childminder. The childminder is very knowledgeable about what the children already know. She uses assessments very well to plan an exciting and challenging curriculum, which incorporates each child's next steps in learning well. The childminder has high expectations for every child and provides activities which ignite their interests successfully. Children learn to speak French and the childminder organises dance lessons with a dance teacher, which helps children to improve their posture and supports good coordination.

The childminder is a positive role model. She provides children with clear expectations of how to behave, so they learn how to share resources, respect each other's feelings and behave well. Young children take it in turns to plant bulbs with the childminder, learning new words such as 'roots', as they develop a good understanding about planting and growing.

The childminder develops strong partnerships with parents. This effective partnership helps the childminder in meeting children's care and learning needs consistently. Children settle quickly, develop secure attachments to the childminder and feel emotionally secure.

What does the early years setting do well and what does it need to do better?

- The childminder continually reflects on her practice to identify areas for development. She has reorganised the environment so that it is more inviting to children and they can access more resources for themselves. This has enabled children to try out ideas and develop activities independently, to promote their imagination and creativity.
- The childminder promotes children's language development effectively. She talks to them when they are engaged in activities, providing a narrative and asking thought-provoking questions to encourage their curiosity. For example, when the children blow bubbles she asks them to predict how high they will go and who will be first to blow a bubble that goes over the fence. Children squeal with excitement as they make their observations and use words such as 'high' and 'higher' to describe what they see.
- Children benefit from the childminder's knowledge of yoga. The childminder uses yoga techniques with the children to build on their physical strength and support their emotional well-being. This helps children's concentration and gives them a sense of calmness and improved relaxation.
- Children develop good early mathematical skills, as they use weighing scales to

find out which bucket of sand is the heaviest. Although the childminder gives the children lots of opportunities to count in routines and activities, she misses opportunities for children to use mathematical language to talk about shapes and compare sizes.

- Occasionally, the childminder works with an assistant. She provides coaching and support for them to ensure they are clear about their role and responsibilities and to ensure they know how to best support children's good progress.
- The childminder communicates with parents effectively and helps them to feel involved in their children's learning. Parents report that they are well informed about their children's progress and very happy with the childminder's provision. They describe the setting as 'home from home' and appreciate what the childminder does to ensure their children are very happy and settled in her care.
- The childminder sensitively follows children's individual care routines. For example, she supports children effectively to manage their personal care tasks for themselves, to help them develop strong independence skills. Babies show they feel safe and secure, as they try to unfold their sleeping mat to have a sleep.
- When children attend other settings, the childminder liaises effectively with the child's key person, to ensure a consistent approach to support children's good progress and development.
- Children enjoy looking at books, listening to stories and singing songs and rhymes. Although the childminder uses these activities to introduce written words, such as their name, children do not have many opportunities to link sounds to letters to extend their learning even further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is knowledgeable about child protection. She has a good understanding of the wider safeguarding issues and is very clear on the signs or symptoms which may be a cause for concern. The childminder knows who to report to if she has any concerns about a child's welfare. She carries out thorough risk assessments and takes effective action to provide a safe environment for children to play inside and outdoors.

What does the setting need to do to improve?

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

- make better use of spontaneous opportunities for children to compare size and talk about shapes to increase their mathematical understanding even further
- provide more opportunities for older children to link sounds to letters.

Setting details

Unique reference number	141049
Local authority	Dorset
Inspection number	10062652
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 9
Total number of places	6
Number of children on roll	8
Date of previous inspection	11 July 2016

Information about this early years setting

The childminder registered in 1982. She lives in Shaftesbury, Dorset, and on occasion her husband works as her assistant. The childminder operates her service from Monday to Friday, all year round. She holds a qualification at level 3.

Information about this inspection

Inspector

Michelle Heimsoth

Inspection activities

- The childminder gave the inspector a tour of the premises. She talked about how she delivers the curriculum, children's learning and progress.
- The inspector and the childminder observed children during activities and completed a follow-up discussion about children's learning and development.
- The inspector spoke to parents, read parental feedback and took account of their views.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector sampled documentation.

We carried out this inspection 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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