

Childminder report

Inspection date: 7 January 2020

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 safe and secure setting for children to learn and develop. She ensures that there are a good range of resources that children access independently. Children are happy and lead their own play confidently. The childminder knows the children in her care well. She plans activities around their interests and to support the next steps in their learning. Children have a positive attitude to learning and make good progress over time. They develop skills to help prepare them for their next stages in learning and eventual move to school.

Children form strong bonds with the childminder, which helps them to feel safe and secure. She gives children plenty of praise, encouragement and reassurance when needed, which enhances their confidence and emotional well-being positively. Children cosy up to the childminder as she reads a story and talks about the images they can see in the pictures. Children behave well and develop good friendships with the other children in the setting. The childminder is a positive role model and reinforces good behaviour continuously, dealing with minor incidents in an effective and positive manner. She sensitively supports young children to manage their feelings, take turns and share resources.

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

- The childminder has a good understanding of how children learn and develop. She takes account of what children already know and can do when they first start at the setting. She uses this information to plan the learning environment according to children's individual needs, interests and starting points. This helps children to settle quickly and builds on their existing skills.
- Overall, the quality of the childminder's teaching is good. She promotes children's communication skills well, for example by introducing new words and holding short conversations with them. However, on occasions, the childminder does not support children effectively to explain their ideas, solve problems and develop their understanding. For instance, she does not always use questions well enough to extend children's thinking.
- Parents are very complimentary about the service the childminder provides. They state their children have grown in confidence and that they would recommend the childminder to others. The childminder keeps parents updated using daily diaries and sharing next steps. She discusses ideas to support parents in continuing their children's learning at home.
- Children learn to be independent. They respond quickly to the childminder's requests, for example preparing themselves for messy play. This also helps them to build confidence and self-esteem to do things for themselves. The childminder builds on this well through consistent praise and encouragement.
- Children have regular opportunities to learn about the importance of healthy

lifestyles. The childminder provides nutritious snacks. She works together with parents to provide healthy lunches for the children.

- Children enjoy extending their physical skills. They climb up safely on play equipment energetically and use icing tubes to make patterns on gingerbread Christmas trees.
- The childminder evaluates and reflects on the overall quality of her service. For example, she has made changes to ensure she provides a range of images, resources and activities that reflect diversity positively. This helps children to gain an understanding of people who are different from themselves. However, the childminder does not make the best possible use of self-evaluation systems to focus more precisely on improvements to her practice that particularly benefit children's future learning and development. The process does not yet fully include the views of children and parents.
- The childminder accesses relevant training to help her keep children safe and shares ideas with other childminders to help develop the range of activities available to children and provide new and interesting experiences. For instance, the childminder teaches children about the local community and wider world by visiting woodland walks and stay-and-play sessions with other childminders. This helps children to increase their social skills and develop first-hand experiences.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a high regard for children's safety. She has a range of policies and procedures that underpin her good practice. The childminder uses various sources of information to keep up to date with current safeguarding and child protection guidelines. She has a secure knowledge of signs and symptoms that may indicate a child is at risk of harm. The childminder keeps her knowledge of first aid current to ensure she has the skills to respond to emergency situations. She completes daily checks of the premises, indoors and outside, to minimise any risks for children. She keeps her home clean and well maintained.

What does the setting need to do to improve?

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

- make the most of all opportunities to extend children's learning and challenge their thinking and problem-solving skills fully, to help them make the best possible progress
- enhance self-evaluation systems to focus more sharply on making future changes to the provision that particularly benefit children's learning and include the views of parents and children.

Setting details

Unique reference number	141134
Local authority	Dorset
Inspection number	10062653
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 2
Total number of places	6
Number of children on roll	2
Date of previous inspection	16 May 2016

Information about this early years setting

The childminder registered in 1992 and lives in Gillingham, Dorset. She operates from 7.30am to 6pm on weekdays, all year round. The childminder has an appropriate qualification at level 3.

Information about this inspection

Inspector

Rachel Cornish

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector viewed the areas of the home used for childminding purposes.
- The inspector jointly evaluated an activity with the childminder.
- The inspector took account of the views of parents by reading written letters.
- The childminder and the inspector discussed the plans for children's learning and the progress children make.

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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