

Childminder report

Inspection date: 9 March 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

Children feel extremely safe and secure in the welcoming and nurturing environment provided by the childminder. They form secure attachments with the childminder, which promotes their emotional well-being very effectively. The childminder has high expectations for children's behaviour, and they behave extremely well. Children are highly motivated and keen to join in the play activities. They play alongside each other very well and are kind and considerate towards others.

Children are provided with a good range of interesting and stimulating play and learning experiences. For instance, they have fun testing out which balls will fit and go down the marble run. The childminder gets involved in the children's play to promote conversation and develop their language skills effectively. She knows children well and builds on what they know and can do, to help them make good progress in their learning. Children understand that if they want to throw the balls to each other, they need to use the softer balls, to play safely. They show good coordination and control as they carefully throw the balls and beanbags into the bucket. The childminder praises the children's achievements, which boosts their confidence and self-esteem effectively.

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

- Children have extremely positive relationships with the childminder and each other. They confidently demonstrate their understanding of why behaviour rules are in place and recognise the impact that their behaviour has on others. Children are kind and helpful, and show good respect for others. For example, they share resources and cooperate very well with each other as they create 'alien cakes' with the play dough. The childminder values the children as individuals and provides an inclusive environment.
- Children show developing levels of independence. They move confidently between the different areas, making choices about their play activities. Children show they are happy and settled. For example, babies happily explore their environment, reassured that the childminder is close by. They enjoy investigating the wide range of musical instruments and smile with delight as they hear the sounds they create.
- Children become inquisitive and imaginative and are keen to learn. This prepares children well for the next stage in their learning. They have great fun in the role-play kitchen creating meals. When children decide to make cakes, the childminder offers additional resources such as play dough to develop children's imagination further. Children enjoy pressing, squashing and moulding the play dough to make their cakes, proudly telling others, 'I've made a princess cake'.
- Partnerships with parents are strong. The effective two-way exchange of

information helps promote consistency for children's welfare. The childminder works with parents closely to support children's specific needs, to help them catch up with others. Parents receive regular updates about their children's learning and development, including photographs of their children involved in activities. Parents get involved in their children's learning and share children's achievements at home. They make positive comments about the care that the childminder provides, such as 'so much thought clearly goes into the activities' and the 'pictures brighten up my day'.

- Children's physical development is supported well. Children go on regular outings to the forest and visit local parks where they can use more challenging play equipment. They learn about keeping themselves healthy, such as the importance of washing their hands before eating.
- Children enjoy stories and eagerly select a book for the childminder to read to them. The childminder reads to children in a way that excites and engages them well. However, at times, she does not identify when children's learning could be further developed, such as their early literacy skills.
- The childminder has a positive attitude to the ongoing development of her provision. She seeks additional opportunities to develop her practice, such as training, to help her support children's learning. The childminder reviews her practice continually. For instance, she altered the layout of furniture to provide communication-friendly spaces for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is clear about her responsibility to keep children safe. She continues to update her knowledge of safeguarding policies and procedures. The childminder has a secure knowledge of the signs and symptoms that may indicate a child is at risk of harm. She is confident about the procedures to keep children safe and knows what to do if she has any concerns. The childminder regularly assesses her home for any hazards to ensure that children are kept safe.

What does the setting need to do to improve?

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

- make greater use of opportunities that arise during children's play to help develop their early literacy skills further.

Setting details

Unique reference number	153374
Local authority	Dorset
Inspection number	10125474
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 12
Total number of places	6
Number of children on roll	15
Date of previous inspection	16 April 2013

Information about this early years setting

The childminder registered in 1999. She lives in Verwood, in Dorset. The childminder provides care on weekdays throughout the year. She provides funded early education for children aged three and four years. The childminder holds a childcare qualification at level 3.

Information about this inspection

Inspector

Dinah Round

Inspection activities

- The inspector observed interactions between the childminder and the children.
- The inspector held a discussion with the childminder to understand how the early years provision is organised.
- The inspector looked at a sample of the childminder's documentation, including training certificates and policies and procedures.
- The inspector talked to children at appropriate times during the inspection.
- The inspector took account of the views of parents through written feedback provided.

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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