

Childminder Report

Inspection date

28 February 2017

Previous inspection date

21 November 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the 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

- Children settle quickly and form good relationships with the childminder and her assistants. The childminder provides a safe environment where children feel secure and develop good confidence.
- The childminder knows the children well and uses her observations effectively to help her identify and address gaps in their learning. Children make good progress.
- The childminder regularly shares information with parents and other early years professionals to support consistency in children's care and learning. Parents appreciate the flexible service and comment on how well their children have developed since attending.
- The childminder has maintained her good standards successfully. She regularly reflects on her provision, in discussion with her assistants, to further improve children's experiences. For example, she provides an extensive range of play equipment and resources, including for those children who prefer to learn outdoors.

It is not yet outstanding because:

- The childminder and her assistants do not consistently help children learn accurate words when talking with them to further promote their language skills.
- Some group activities are not organised effectively. They are not planned well to take account of children's stages of development, which results in some children losing interest.

What the setting needs to do to improve further

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

- make the most of opportunities to consistently model the correct version of words during children's activities to develop their language further
- improve the organisation of group activities to further extend children's learning.

Inspection activities

- The inspector observed children's activities, inside and outside, taking note of the childminder's and the assistant's interactions with children.
- The inspector talked to the childminder and the assistant about children's activities and progress.
- The inspector looked at a sample of documents, which included the childminder's safeguarding policy and children's progress records.
- The inspector took account of parents' views, obtained from letters they had written, the childminder's questionnaires and in person.

Inspector

Brenda Flewitt

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder makes sure that she and her assistants keep up to date with child protection issues. She has clear procedures to follow if she has concerns about a child. The childminder extends her professional knowledge in various ways, such as through training and talking to other professionals. For example, she has gained further understanding of ways to teach children about sounds and letters. The childminder offers support and guidance to her assistants, which helps them develop their teaching practice. Parents appreciate ideas from the childminder that support their children's learning and development at home. For example, she shares ideas to help children get ready for starting school.

Quality of teaching, learning and assessment is good

The childminder provides a good range of activities, which she links to children's interests and various themes, such as 'Around the world' and 'People who help us'. She makes good use of real-life experiences to extend children's learning. For example, children enjoy visits to places in their local community, which help to develop their social skills and understanding of the world. Children like to explore and investigate a range of materials. At the inspection, they focused well on filling and emptying containers with rice, sand and water. The childminder talked to them as they played to extend their learning. For example, she suggested ideas for imaginative play, added extra resources and encouraged children to solve mathematical problems linked to quantity and size.

Personal development, behaviour and welfare are good

Children learn to have an open attitude to people's differences. For example, the childminder plans activities where children explore different traditions and ways of living. She provides a good range of resources so that children can see positive images of people who look like themselves. Children learn to take turns and share play equipment. The childminder helps children to recognise and manage their emotions. She teaches children good habits for caring for their bodies and provides healthy food options. The childminder has extended her knowledge about the importance of children being active to develop muscles that support their early writing skills. Children have opportunities for fresh air and exercise every day.

Outcomes for children are good

Children develop good skills in preparation for starting school. They learn to be independent and manage tasks for themselves, such as peeling fruit, pouring drinks and managing their clothes. Children communicate their needs confidently. They show an interest in sounds and letters; they regularly count and use numbers in their play.

Setting details

Unique reference number	EY426921
Local authority	Dorset
Inspection number	1071396
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 3
Total number of places	16
Number of children on roll	7
Name of registered person	
Date of previous inspection	21 November 2014
Telephone number	

The childminder registered in 2011 and works with assistants. The childminder lives in Shaftesbury, Dorset. She provides childcare each weekday for 48 weeks of the year. The childminder receives funding to provide free early years education for children aged two, three and four years.

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