

# Childminder Report

<b>Inspection date</b>	1 December 2015
Previous inspection date	21 February 2011

<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 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

- The childminder has a good knowledge of the statutory early years requirements. She organises a variety of activities which follow children's interests and ensure they make good progress.
- Children's independence is promoted well. For example, they learn to pour their own drinks, put on their coats and help to tidy up.
- Children demonstrate confidence and emotional security. They are keen to 'have a go' or try new activities and experiences.
- The childminder uses positive strategies to manage children's behaviour. Children learn to be polite and their behaviour is good. ?
- The childminder is well qualified and continues to access training when possible.

### It is not yet outstanding because:

- The childminder does not always engage parents in supporting their child's learning at home.

## What the setting needs to do to improve further

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

- review systems to further engage parents in supporting their child's learning at home.

### Inspection activities

- The inspector spoke to the childminder at appropriate times throughout the inspection.
- The inspector looked at children's learning records, planning documentation, the self-evaluation form and a selection of policies and children's records.
- The inspector also took account of the views of parents through questionnaires and letters seen on the day.
- The inspector observed the childminder interacting with the children.

### Inspector

Alison Kaplonek

## Inspection findings

### **Effectiveness of the leadership and management is good**

The childminder has a good understanding of safety and involves children in helping to tidy away the toys and keep the home safe. She uses clear record keeping and well-organised routines to underpin her practice. Safeguarding is effective. Children are excited and keen to engage in the activities provided. They are listened to and feel safe. The childminder has successful systems in place to plan and evaluate children's learning. She is reflective and successfully identifies her strengths and areas for development. Her additional knowledge and understanding have a positive impact on children's learning and development and have enabled her to implement the recommendations raised at the last inspection. Good links with other settings which children attend provide consistency for all children.

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

The childminder provides a wide range of activities to promote children's learning and development, many of which promote children's learning about diversity. Children have free access to a good selection of toys and resources, both indoors and outdoors. They develop their physical skills as they play, for example, when completing puzzles or stacking blocks. The childminder ensures that young children take part in a range of activities and different learning experiences to promote their communication and language skills, such as reading stories, singing songs or talking about what they are doing. Children count and use mathematical language. For example, they talk about using 'big' and 'small' spoons or 'how many more?', as they make dough. The childminder gets to know the children well through making observations and in her daily contact with parents. This enables her to plan activities for each child to make sure that they maintain good progress in all areas.

### **Personal development, behaviour and welfare are good**

A well-resourced and busy environment keeps children motivated and interested. They settle quickly and are easily able to choose what they want to do. They learn about keeping healthy and safe and manage many of their care needs themselves. Overall, the childminder works well with parents and ensures that she has a good knowledge of each child's routines and care needs. She talks to parents every day and uses home/setting diaries for some younger children. Children show high levels of self-control and respect for others. The varied experiences on offer all help to prepare children for school.

### **Outcomes for children are good**

Children make good progress from their starting points. They develop confident communication, physical and social skills. Children are motivated to learn as they develop the key skills needed for moving on in their learning.

## Setting details

<b>Unique reference number</b>	139283
<b>Local authority</b>	Dorset
<b>Inspection number</b>	841350
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	21 February 2011
<b>Telephone number</b>	

The childminder was registered in 1992. She lives in Bridport, Dorset. The childminder has a National Vocational Qualification at level 3 in children's care, learning and development. She operates from Monday to Friday, for 45 weeks a year.

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