

Childminder report

Inspection date	11 February 2019
Previous inspection date	4 January 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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 are very happy and settle well in the childminder's comfortable and relaxed home. They are confident and develop strong and trusting relationships as they play alongside their friends. They receive caring and sensitive support from the childminder.
- The childminder provides a wide range of fun activities in her home and garden and on outings. Children are keen to play and eager to learn. For example, they gasp with excitement when they see an activity the childminder has set up about their favourite book. As a result, children are deeply involved in their play and they all make good progress.
- The childminder is committed to making continuous improvements to the service she provides to families. She constantly reviews activities and her own practice to help her identify and make changes that will have a positive impact on children's care and learning experiences.
- The childminder prioritises children's safety and welfare. She regularly reviews safety arrangements, considering the needs of children as well as the potential hazards. This helps to ensure that all possible steps are taken to minimise risk to children. The childminder teaches children about staying safe, such as taking them to the safety centre and talking about issues such as 'stranger danger'.
- The childminder frequently observes children as they play. She uses this information well to help her monitor their progress and check they are all developing well in their learning. However, occasionally activities do not reflect precisely what children need to learn next, to help them progress even more rapidly.
- The childminder actively shares information with others involved in children's learning. However, she is not always as good at gaining their feedback, to help her to plan even more effectively for children's progress.

What the setting needs to do to improve further

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

- continue to extend the procedures for planning and assessment to help ensure children receive high levels of challenge in all their activities, in order to further extend their progress and development
- forge even closer links with all those involved in supporting children's learning, to ensure highly effective information sharing is in place to benefit children's learning.

Inspection activities

- The inspector observed children as they played and spoke with the children and the childminder at appropriate times.
- The inspector sampled documentation used by the childminder to support children's learning and well-being.
- The inspector spoke to parents and took account of the views of parents.
- The inspector completed a joint observation with the childminder.

Inspector
Samantha Powis

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a very confident understanding of her role and responsibility with regard to child protection. She can identify possible signs that may give her cause for concern and is clear about the action she needs to take to help keep children safe. The childminder reflects well on her practice and actively seeks feedback from parents and children to help her make continuous improvements. She frequently attends training to support her professional development. For example, as a result of training, children's interest in books and stories has been enhanced with the introduction of story sacks. Information sharing with parents is effective to help the childminder to work consistently in order to support children's care and learning. This includes discussions, daily diaries, newsletters and the regular sharing of learning records.

Quality of teaching, learning and assessment is good

The childminder has a very good understanding of how to support children's learning well. She constantly involves herself in their play. The childminder uses good teaching strategies, such as discussion, explanation and questioning, to build on children's own ideas and extend their learning. She provides a wide range of exciting activities that capture children's interest and imaginations. For example, children use the home-made 'Stick Man' to act out this favourite story, supporting their literacy skills well. The childminder is enthusiastic and takes time to listen to what children have to say. Children have a strong belief in their own abilities and what they can achieve. As a result, they are keen to have a go at new things and are confident to use their imaginations.

Personal development, behaviour and welfare are good

The childminder understands children's individual needs and personalities well. She adapts her approach effectively to ensure all children feel valued and included. For example, to prepare children for the arrival of a new baby, she reads stories and encourages role play with dolls. This enables them to talk about this new experience and share any concerns. The childminder supports children's needs well, while also encouraging them to do things for themselves when possible. For instance, she teaches children the technique of 'flipping' their coats to help them get these on. Children learn to share, take turns and be kind to each other. They benefit from many outdoor activities and opportunities to develop their physical skills, such as when they learn to use scooters and tricycles.

Outcomes for children are good

Children make good progress from their starting points. Support for children's language and mathematical skills is implicit throughout activities. Children acquire the skills they need to prepare them well for the next stage in their learning, such as school. Older children find magnetic letter shapes to form their own name, and younger children start to recognise the shapes of letters that are familiar to them when they are on outings. They frequently count objects and then compare numbers, such as when they share out equipment or use the kitchen resources in the garden. They are increasingly independent in managing their personal care needs.

Setting details

Unique reference number	EY102235
Local authority	Dorset
Inspection number	10062657
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 8
Total number of places	6
Number of children on roll	30
Date of previous inspection	4 January 2016

The childminder registered in 2002 and lives in Ferndown, Dorset. She operates from 8am to 6pm, Monday to Friday. The childminder is accredited to receive funding for the provision of free early years education for children aged two, three and four years. She is qualified to level 4 in childcare and education.

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