

# Childminder Report

**Inspection date**

5 November 2015

Previous inspection date

26 May 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Outstanding	1
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 are happy and settled. They form strong attachments with the childminder and her assistants, which promotes children's emotional well-being effectively.
- The childminder regularly observes, assesses and monitors the children and uses the information effectively to plan for their next stages of development. As a result, the children make good progress in their learning.
- Children's communication and language are promoted well by the childminder's positive interaction. She continually introduces new words to help build on children's developing vocabularies.
- Strong partnerships between the childminder, parents and other early years settings mean that information about children's care and development is shared effectively.
- The childminder and her assistants work together very well as a team to support children's needs. They continually reflect and evaluate their provision to help identify areas for improvement to benefit children.

### It is not yet outstanding because:

- At times, the childminder does not allow children sufficient time to explore the play activities independently as some of the activities are too adult-led.
- The childminder does not always take into account the younger children's abilities and level of understanding during some group activities. This means they lose interest.

## What the setting needs to do to improve further

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

- provide more opportunities for children to explore activities independently to enrich their learning experiences
- review the organisation of group activities to make them more engaging for younger children.

### Inspection activities

- The inspector observed activities and interaction between the childminder, her assistants and the children during their play.
- The inspector viewed the areas of the premises used for childminding.
- The inspector completed a joint observation with the childminder.
- The inspector looked at documentation, including a sample of children's records, planning and assessment.
- The inspector looked at the systems used by the childminder to evaluate her provision, and comments from parents.

### Inspector

Dinah Round

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder is clear of her responsibility to provide children with a safe and secure environment. She continues to develop her provision and monitors her assistants' practice to help improve outcomes for children. She attends training events and supports her assistants in gaining early years qualifications to develop their skills. The childminder recognises that this brings in fresh ideas and enables her to offer children a greater variety of play experiences. The childminder uses an online programme to help her monitor children's progress, which also enables parents to contribute children's achievements at home. Parents are encouraged to share their children's interests and the childminder uses this information effectively to help her plan topics and activities. Parents comment positively about the childminder's provision and how she always has time to talk about their children's day.

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

Children are confident and motivated to learn. They enjoy a wide range of stimulating and interesting play experiences, which supports their development. The childminder and her assistants provide good support to get children ready for the next stage in their learning. Children have fun outdoors exploring their environment. They show excitement as they use the magnifying glass to look at snails and collect water in containers to water the plants. The childminder continually talks with the children to skilfully develop their language skills, for example, she introduces mathematical language, such as 'big' and 'high', as children stack the building bricks. The childminder helps the children to count the bricks and they sing songs together. Children learn each other's names and begin to understand sounds and rhythms.

### Personal development, behaviour and welfare are good

The childminder fosters a good sense of security and emotional well-being as she shows deep concern for children's feelings and supports their care needs well. Younger children are confident to move around the play areas knowing that familiar adults are close by. The childminder teaches children how to share and take turns so that they learn to play together well. She values all children, and those who are learning English as an additional language are able to hear, see and use their home language in her setting. Children learn about different cultures and languages. Children's good health and physical development are promoted well through the outdoor play experiences in the childminder's garden and on local outings.

### Outcomes for children are good

Children are supported well to make good progress in their learning and development. The childminder teaches them key skills to prepare them for the future and for school.

## Setting details

<b>Unique reference number</b>	EY387136
<b>Local authority</b>	Bournemouth
<b>Inspection number</b>	822379
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	16
<b>Name of provider</b>	
<b>Date of previous inspection</b>	26 May 2009
<b>Telephone number</b>	

The childminder registered in 2008. She lives in Bournemouth, Dorset. The childminder works with two assistants. She has an early years qualification at level 5.

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