

# Childminder Report

**Inspection date**

23 June 2016

Previous inspection date

19 November 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	3
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 make good progress in relation to their starting points. The childminder uses observations and assessments effectively to monitor children's development and help them achieve the next steps in their learning.
- Children develop good social skills and behaviour. They learn to share, help willingly when asked and older children treat others with kindness and consideration.
- The childminder maintains safe and secure play areas for children. She helps them to learn about keeping safe effectively. For example, she teaches them how to cook safely and how to keep safe when playing.
- The childminder undertakes regular professional development to extend her knowledge and skills. For example, she has attended training which has helped her to integrate yoga into children's play to encourage them to use their bodies in different ways and to express themselves.

### It is not yet outstanding because:

- The childminder misses some opportunities to support aspects of children's mathematical development. For example, she does not regularly encourage older children to complete simple number problems for themselves.
- On occasions, children lose interest in their creative play when they do not have sufficient clear space to use the resources easily and to explore freely.

## What the setting needs to do to improve further

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

- extend opportunities for older children to develop their mathematical skills even further
- develop the organisation of creative activities to keep children interested and involved.

### Inspection activities

- The inspector observed activities and the quality of the childminder's interaction with the children.
- The inspector observed the management of children's care routines.
- The inspector looked at children's assessment records.
- The inspector sampled the childminder's documentation and discussed her knowledge of the requirements of the early years foundation stage.
- The inspector took account of the views of parents.

### Inspector

Bridget Copson

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good understanding of her role and responsibilities to promote children's welfare. This includes how to respond in the event of a concern about a child. The childminder has made several improvements since the previous inspection. For example, the childminder has established successful working partnerships with parents who are closely involved in their children's care and learning from the start. The childminder now uses assessments to monitor children's progress closely and to plan their individual next steps for learning through enjoyable and challenging experiences. The childminder reflects on the activities she provides to monitor the quality of her provision and includes the parents in sharing their views.

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

The childminder provides a good range of activities indoors and in the garden which children choose for themselves. She joins in children's play with enthusiasm and energy to motivate them to try new experiences and to challenge them well. For example, the childminder creates exciting storytelling activities to encourage children's language and literacy skills. She narrates the story and uses actions and voices to bring it to life, while encouraging children to join in with the actions, to count and use the pictures to remember what words mean. Younger children excitedly call out what they see in the books and she repeats back the correct words to them to encourage their communication skills.

### Personal development, behaviour and welfare are good

The childminder promotes children's health and physical development well. For example, children choose when they go outside in the garden where they spend long periods of time riding wheeled toys, chasing bubbles, digging and exploring natural life. The childminder brings activities outside to allow children to play in the fresh air, such as painting, reading stories and singing songs together. The childminder works closely with the other settings children attend to monitor and support children's well-being and development consistently.

### Outcomes for children are good

Children make good progress in their learning and development from the start. They learn to manage many tasks for themselves to develop their independence, such as helping to prepare their own snacks, changing their clothes and carrying out tasks when asked. Children develop good skills for their future learning and are well prepared for their move on to school. For example, they develop good self-confidence and positive attitudes, and communicate confidently.

## Setting details

<b>Unique reference number</b>	EY372858
<b>Local authority</b>	Bournemouth
<b>Inspection number</b>	1049039
<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 - 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	19 November 2014
<b>Telephone number</b>	

The childminder registered in 2008. She lives in Bournemouth, Dorset. The childminder offers care from 7.30am to 5.30pm from Tuesday to Friday.

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