

Childminder Report

Inspection date

23 August 2016

Previous inspection date

6 December 2012

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

- The childminder provides a safe and welcoming environment, where children build warm and trusting relationships with the childminder and one another.
- Children are keen to take part in a broad range of interesting activities, which the childminder plans according to their interests and different ways of learning. For example, she takes children on a variety of outings in the community and activities include meeting people and learning about the world around them.
- Children make good progress. The childminder monitors children's development effectively, helping her to identify and address gaps in their learning quickly.
- The childminder establishes good partnerships with parents, which help her to meet children's individual needs well. Parents say that their children love attending and that they appreciate the frequent communication they receive from the childminder.
- The childminder reflects on her practice regularly to make changes that benefit the children. For example, she has developed an outside area for children to use to help them understand about changes in nature and healthy eating.

It is not yet outstanding because:

- The childminder sometimes misses opportunities to raise children's awareness of words and letters, and develop their understanding that print has meaning.
- Children do not always benefit from consistent support to help them to use the correct tense as they construct sentences.

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 to develop children's early literacy skills
- model the correct use of tenses consistently, to support children's language development as well as possible.

Inspection activities

- The inspector observed children's activities inside the childminder's home and in the garden.
- The inspector talked to the childminder about children's activities and their progress.
- The inspector looked at a sample of documents, which included the safeguarding policy and children's progress records.
- The inspector took account of parents' views obtained from the childminder's questionnaires.

Inspector

Brenda Flewitt

Inspection findings

Effectiveness of the leadership and management is good

The childminder organises her home well to meet children's needs. Safeguarding is effective. The childminder has a good understanding of child protection issues and the procedures to follow if she has a concern about a child. The childminder has successfully addressed the recommendations set at the previous inspection, which has improved aspects of children's learning, such as mathematics. The childminder continues to develop her professional knowledge in various ways, for example by attending training courses and workshops. She has regular contact with other early years professionals and shares good practice ideas. For instance, she is implementing an additional method of recording children's next steps in their learning to inform her planning of activities.

Quality of teaching, learning and assessment is good

The childminder has a good understanding of the different ways children learn through play and exploration, which helps her support their development well. For example, she recognises the importance of sensitive interaction in children's play, and knows when to stand back to let children learn independently. Children focused well on experimenting with water, filling and emptying various containers, and watching the effects of pouring water on a wheel. They used their imaginations as they made 'cups of coffee' and moulded play dough into specific shapes. The childminder joins in children's play to extend their learning. For example, she asks purposeful questions to help them think and solve problems.

Personal development, behaviour and welfare are good

Children are happy and settled. The childminder requests detailed information from parents about children's individual needs to help them settle and feel secure. She helps children understand about sharing, taking turns and being polite. The childminder praises children regularly, helping to boost their self-esteem and confidence. She helps children understand about taking calculated risks, for example as they explore various natural obstacles on woodland walks. They learn about road safety and of how to behave around people they do not know. The childminder supports healthy lifestyles well. For example, she encourages healthy eating and provides opportunities for fresh air and exercise every day. Children learn good routines for caring for their bodies.

Outcomes for children are good

All children make good progress. They learn skills that help prepare them well for the next stage of learning and starting school. For example, children relate well to others and are confident to make their needs known. They develop increasing independence, such as managing their own clothes and using the toilet independently. Children enjoy experimenting and concentrate well on their activities.

Setting details

Unique reference number	EY444650
Local authority	Poole
Inspection number	1059245
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 8
Total number of places	4
Number of children on roll	3
Name of registered person	
Date of previous inspection	6 December 2012
Telephone number	

The childminder registered in 2012. She lives in Poole, Dorset. The childminder provides childcare from Monday to Friday for 48 weeks of the year. She receives funding to provide free early years education for children aged two, three and four years and holds an early years qualification at level 3.

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Piccadilly Gate
Store St
Manchester
M1 2WD

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