

Childminder Report

Inspection date

13 September 2016

Previous inspection date

7 March 2013

| 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

- Children are happy and settled. The childminder provides a warm, welcoming environment. Children build secure and trusting relationships, which support their emotional development effectively.
- The childminder assesses and monitors children's achievements, and uses this information effectively to support their learning further. Children make good progress in their learning.
- Children enjoy rhyming activities. For example, they actively join in with their favourite songs and rhymes, which help support their early literacy skills.
- The childminder has a clear understanding of child protection issues and her responsibility to support children's safety.
- The childminder continues to evaluate and review her provision to identify how she can improve outcomes for children.

It is not yet outstanding because:

- The childminder does not always organise the environment effectively so children can select their resources and play equipment independently, to support their learning further.
- The childminder does not make the most of the opportunities to involve parents and encourage them to share information about their children'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:

- increase opportunities for children to use play equipment and resources more independently
- strengthen opportunities to support and involve parents more in their children's learning and development.

Inspection activities

- The inspector observed activities and interaction between the childminder and the children, and looked at the play equipment and resources.
- The inspector spoke with the childminder at appropriate times throughout the inspection and discussed the impact of teaching after viewing activities.
- The inspector viewed the areas of the premises used for childminding and talked to the children at appropriate times.
- The inspector looked at documentation, including a sample of children's records and assessments.
- The inspector discussed how the childminder evaluates her provision and read comments from parents.

Inspector

Dinah Round

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder provides a secure and welcoming environment, and is clear about safeguarding procedures and what to do if she has concerns. She has a positive attitude to the ongoing development of her childminding role. For example, she attends training to refresh her skills and follows this through in her practice. For instance, she makes greater use of repetition of words to help develop children's language further. The childminder reviews children's progress effectively. She provides parents with regular information about their children's day and individual achievements. The childminder is aware of the need to monitor and support her assistant's practice.

Quality of teaching, learning and assessment is good

The childminder provides enjoyable and stimulating experiences to support children's active learning. For example, children have fun pressing, pushing and manipulating the dough. The childminder extends their learning effectively by encouraging the children to test out different ways to make marks in the dough. Children experiment with the various tools to create shapes and lines. The childminder interacts positively with children, such as asking them questions to develop their understanding and encourage conversation. She supports young children's physical development well. For example, she organises play space so young babies can kick and stretch freely on their tummies and backs. Children enjoy looking at books with the childminder and pointing to the different pictures.

Personal development, behaviour and welfare are good

Children have a warm, positive relationship with the childminder and enjoy their time at her setting. The childminder is attentive to the children's care needs, for instance, she recognises when new children need an extra cuddle and reassurance. Children are taught how to keep themselves safe when on outings. For example, they learn about road safety and to use the pelican crossing. Children get plenty of exercise and fresh air. They learn about their local community and socialise with other children, such as when they go on outings and to local groups. The childminder liaises closely with parents about children's feeding requirements so these can be accommodated to support children's good health.

Outcomes for children are good

Children make good progress in their learning and develop the essential skills they need for the future. They develop positive social skills as they learn to share with their friends. For example, children know to wait and take turns during group games.

Setting details

| | |
|------------------------------------|---|
| Unique reference number | 109749 |
| Local authority | Poole |
| Inspection number | 1061195 |
| Type of provision | Childminder |
| Day care type | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 0 - 2 |
| Total number of places | 6 |
| Number of children on roll | 4 |
| Name of registered person | |
| Date of previous inspection | 7 March 2013 |
| Telephone number | |

The childminder registered in 1992. She lives in Poole, Dorset. The childminder cares for children every weekday throughout the year. She occasionally works with an assistant.

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