

# Childminder Report

**Inspection date**

4 October 2016

Previous inspection date

21 June 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 enjoy spending time with the childminder. They build warm and trusting relationships with her and one another in a welcoming atmosphere.
- The childminder provides a safe and stimulating environment, where children are keen to take part in a broad range of interesting activities. She has a good understanding of how children learn through play, exploration and real-life experiences.
- Children make good progress. The childminder monitors children's development well, which helps her to quickly identify and address gaps in their learning.
- The childminder reflects on her practice regularly to improve children's experiences. For example, she plans to seek children's evaluations more effectively by supplying them with cameras to help capture their views of her provision.
- The childminder establishes effective partnerships with parents and other early years professionals, enabling her to meet children's individual needs well. Parents agree that their children are progressing well in their development.

**It is not yet outstanding because:**

- The childminder sometimes misses opportunities for children to hear and explore the names of shapes during their play and everyday activities.
- The childminder does not consistently help children learn accurate words when talking with them to further support their language skills.

## 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 extend their understanding of shapes
- make the most of opportunities to consistently use the correct version of words during children's activities to build on their vocabulary.

### Inspection activities

- The inspector observed children's activities and the childminder's interaction with children in the home and garden.
- The inspector talked with 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 in person and from the letters they had written.

### Inspector

Brenda Flewitt

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good understanding about child protection issues and the procedures to follow if she has concerns about a child. She keeps her knowledge up to date by regularly attending training. The childminder has successfully addressed the recommendations set at the last inspection, which has improved aspects of children's early reading skills, for example. She continues to develop her professional role. For instance, she has completed an early years degree, which has extended her knowledge of child development and learning. Parents appreciate the variety of activities the childminder provides and say that they are well informed of their children's progress.

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

The childminder has a good understanding of how children develop and learn. She plans a good variety of learning experiences linked to children's interests and real-life activities. For example, children confidently talked about picking blueberries and how they had to 'poke out their tongues' to show if they had eaten any. The childminder extended children's learning by involving them in making blueberry muffins, which involved weighing, measuring and mixing ingredients. The childminder is skilful in using unplanned events to build on what children know. For example, children looked at changes in the weather and recognised shadows; they considered appropriate clothes to wear.

### Personal development, behaviour and welfare are good

Children are happy and settled. The childminder gets to know children well as individuals. She requests detailed information from parents about children's activities at home to help her make them feel secure. Children behave well. They learn to take turns and consider others. The childminder praises children regularly, helping to boost their self-esteem and confidence. The childminder encourages healthy lifestyles well. For example, children have opportunities to be active with fresh air and exercise every day. They use various large apparatus and natural obstacles to take calculated risks and develop physical skills. The childminder teaches children about the importance of healthy eating and good routines for caring for their bodies.

### Outcomes for children are good

All children make good progress. They learn skills that help them to prepare well for the next stage in their learning and starting school. For example, children are confident to make their needs known and relate well to other people. They develop increasing independence in caring for themselves, such as managing their own clothes. Children show an interest in the world around them, such as changes in nature and monitoring how things grow.

## Setting details

<b>Unique reference number</b>	EY453815
<b>Local authority</b>	Bournemouth
<b>Inspection number</b>	1063057
<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>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	21 June 2013
<b>Telephone number</b>	

The childminder registered in 2012 and lives in Bournemouth, Dorset. She provides childcare four days per week for 48 weeks of the year. The childminder receives funding to provide free early years education for children aged two, three and four years. She holds an early years degree.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2016

