

# Childminder Report

**Inspection date**

17 January 2017

Previous inspection date

1 May 2014

<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**

- The childminder provides a safe and welcoming environment where children build good relationships with her and one another. Children behave well.
- The childminder knows children well as individuals. She monitors their development effectively, which enables her to identify gaps in their learning quickly. Children make good progress.
- Children are keen to take part in a broad range of activities, which the childminder plans according to children's interests and learning priorities.
- The childminder establishes good partnerships with parents and other early years professionals, which helps her to meet individual needs well. Parents say that they are happy with the communication they receive from the childminder and agree that their children are progressing well.
- The childminder seeks views from parents and children to help her evaluate and continue to develop her provision.

**It is not yet outstanding because:**

- The childminder does not arrange play equipment effectively. There are sometimes too many toys on the floor, making it difficult for children to reach items or have sufficient space to play.
- The childminder sometimes misses opportunities to extend children's understanding of positional language as they play.

## What the setting needs to do to improve further

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

- improve the organisation of the play areas to enable children to make choices and extend their play more successfully
- make better use of children's play to support their understanding of space, shape and measure, with particular regard to positional language.

### Inspection activities

- The inspector observed children's activities and the childminder's interaction with children inside and outside.
- The inspector talked to the childminder about children's activities and children's progress.
- The inspector looked at a sample of documents, which included the childminder's safeguarding policy and children's progress records.
- The inspector took account of parents' views, obtained from 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 of child protection issues and the procedures to follow if she has concerns about a child. She keeps her knowledge up to date through regular training. The childminder has successfully addressed the recommendations set at the previous inspection, which has improved children's opportunities for exploring various materials, for example. The childminder continues to develop her professional knowledge in various ways. For instance, attending training has helped her extend her understanding of how to support children's communication and language more effectively.

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

The childminder has a good understanding of how children learn through play and exploration. She joins in children's play, motivating them to have a go and modelling language. For example, at the inspection children enjoyed investigating dry pasta, using various tools to transfer it between assorted containers. The childminder encouraged children to listen to the sounds they were making, to look at sizes and shapes. Children use their imaginations well; they like to act out familiar situations, such as caring for babies and making drinks. The childminder regularly takes children on outings in the local community. Their activities include meeting other people, using alternative play equipment and learning about the world around them.

### Personal development, behaviour and welfare are good

Children are happy and settled. The childminder gathers important information from parents to help her make children feel secure. Children develop a strong sense of belonging. For example, they like to look at photographs the childminder displays of themselves and their friends enjoying previous activities. The childminder teaches children to respect others, for example, by being polite. She praises children regularly, helping to boost their self-esteem and confidence. Children learn about the importance of eating healthily and have opportunities to be active in the fresh air each day.

### Outcomes for children are good

All children make good progress. They learn skills that help to prepare them well for starting school. For example, children relate well to other children and adults. They are confident to make their needs known and they learn to take turns to speak. Children develop increasing independence in caring for themselves, such as managing their outdoor clothes and using the toilet without help. They start to show an interest in sounds and letters, and learn to recognise familiar written words, such as their name.

## Setting details

<b>Unique reference number</b>	109746
<b>Local authority</b>	Poole
<b>Inspection number</b>	1068379
<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>	4
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	1 May 2014
<b>Telephone number</b>	

The childminder registered in 1992 and lives in the Canford Heath area of Poole, Dorset. She provides childcare each weekday 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 qualification at level 3.

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