

Childminder Report

Inspection date

25 January 2017

Previous inspection date

19 November 2014

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 make good progress in relation to their starting points. The childminder uses accurate assessments of children's development to monitor and support their learning effectively.
- The childminder works well with parents to support children's well-being and needs consistently from the start. She keeps them informed closely of their children's activities and care routines each day.
- Children form close and trusting relationships with the childminder. They behave well, learn to use good manners, and smile and laugh together in their play.
- The childminder has maintained her good standards successfully and continually updates her knowledge and skills. For example, she uses ideas from recent training to help children learn new words and meanings in fun activities.

It is not yet outstanding because:

- On occasions, the childminder does not adapt activities to take account of younger children's developmental needs, to keep them fully interested and involved.
- The childminder does not consistently exchange detailed information with the other settings children attend to help complement their development as well as possible.

What the setting needs to do to improve further

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

- review and improve the organisation of some activities to more fully engage and involve younger children
- develop the partnerships with the other settings children attend to complement children's developmental needs even further.

Inspection activities

- The inspector observed activities and the quality of the childminder's interaction with the children. She also discussed the effectiveness of an activity with the childminder.
- 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 parents' views.

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 responsibility to promote children's welfare. For example, she keeps up-to-date with new guidance to help her keep children safe. The childminder evaluates the quality of children's care and learning successfully to make ongoing improvements. For example, she encourages children to lead their own exploration more to support their creative development. She acts on parents' suggestions to provide consistent support for children's learning, such as introducing reward tokens to help them achieve their goals. Parents provide positive feedback to the childminder. They state, for example, that she is trustworthy and caring, and supports children through their development.

Quality of teaching, learning and assessment is good

The childminder knows the children she cares for well and plans interesting activities to support their learning. She encourages children to choose and lead their own play and joins in to challenge them well. For example, she provides games for older children to learn about healthy foods, to learn new words and to count with her. The childminder encourages children's language skills well as they play. For example, children experiment mixing different coloured paints as they create pictures. The childminder talks through younger children's actions as they see the colours change on the paper. She extends this well for the older children, encouraging them to tell her more about the things they paint, such as worms and slugs, and where they might find them.

Personal development, behaviour and welfare are good

The childminder provides a safe and secure environment and activities to help them learn about keeping safe. For example, she teaches children sensitively about 'stranger danger' and they learn how to cross roads safely on walks. The childminder works closely with parents to help children adapt to changes in their lives. They work together to support children's developmental goals consistently, such as toilet training. Children have regular opportunities to develop their physical skills, including regular walks, indoor soft-play sessions and trips to the parks. The childminder helps children to learn about the cultures and beliefs of others to develop an interest and respect for diversity.

Outcomes for children are good

Children develop the skills for their future learning and are well prepared to move on to school. They develop good independence and learn to listen and follow instructions well. For example, children help enthusiastically with tasks, such as washing up. Children communicate their needs and feelings confidently. They develop good social skills and take a pride in their work and achievements.

Setting details

Unique reference number	109723
Local authority	Poole
Inspection number	1070104
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	6
Number of children on roll	8
Name of registered person	
Date of previous inspection	19 November 2014
Telephone number	

The childminder registered in 1991. She lives in Poole, Dorset. The childminder offers care from 8am to 6pm on Monday to Friday. The childminder receives funding to provide free early education for children aged two, three and four years.

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