

# Childminder Report

|                          |                 |
|--------------------------|-----------------|
| <b>Inspection date</b>   | 8 February 2017 |
| Previous inspection date | 4 February 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 settle quickly and build warm and trusting relationships with the childminder and one another.
- Children are keen to take part in a broad range of activities, which the childminder plans according to their interests and learning priorities. She makes good use of outings in the local community to extend children's learning.
- The childminder monitors children's development consistently, which helps her to identify and address gaps in their learning quickly. Children make good progress.
- The childminder establishes effective partnerships with parents, which enables her to meet children's individual needs well. Parents report positively on the care their children receive and agree that they are making good progress in their learning.
- The childminder continues to develop her professional role and knowledge. For example, since the last inspection, she has gained a relevant qualification. This has increased her understanding of child development further.

### It is not yet outstanding because:

- The childminder is not always consistent in supporting children to use the correct tense as they construct sentences.
- The childminder sometimes misses opportunities to help children recognise familiar written words, including their name.

## 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 for children to hear the correct use of tenses consistently to support their language development further
- extend opportunities for children to develop early reading skills.

### Inspection activities

- The inspector observed children's activities and the childminder's interaction with them, in the childminder's home.
- The inspector talked to the childminder about children's activities and 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 their written comments in their children's progress records and 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 continually reflects on her provision. She values the views of parents, children and other early years professionals to help identify areas for development. For example, she is considering extending the methods she uses to communicate information to parents. The childminder has successfully addressed the recommendations set at the previous inspection. For example, this has improved aspects of children's understanding of mathematics.

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

The childminder has a good understanding of how children learn through play, exploration and real-life experiences. For example, she takes children on frequent outings in the local area, where their activities include meeting other people and learning about the world around them. At the inspection, children enjoyed using their senses to explore cooked spaghetti and dry oats. They filled and emptied various containers using different tools, and used their imaginations well as they made 'cakes', and hunted for bugs in the spaghetti jungle. The childminder interacts purposefully with the children. For example, she demonstrates how to use tools properly; she describes what they are doing and encourages children to solve problems.

### Personal development, behaviour and welfare are good

Children are happy, settled and secure. Parents appreciate the 'home-from-home' environment. Children learn to behave well. The childminder teaches children the importance of taking turns and sharing equipment. She encourages them to respect other people and care for their environment, for example, by packing away toys when they have finished with them. The childminder praises children regularly, which helps to boost their self-esteem and confidence. Children learn good routines for caring for their bodies and have opportunities to be active outside every day. For example, outings to places such as woodlands, the beach and play parks enable children to develop their physical skills and set their own challenges.

### Outcomes for children are good

Children learn useful skills that help to prepare them well for starting school. For example, they develop confidence in making choices, relating to other people and making their needs known. Children become increasingly independent in caring for themselves, such as using the toilet without help. They are curious about the world around them, which includes noticing wildlife and changes in nature. Children show an interest in numbers, for example, they notice numerals on toy trains and real buses.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | EY465969  |
| <b>Local authority</b>             | Poole   |
| <b>Inspection number</b>           | 1069531   |
| <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>       | 2 - 4   |
| <b>Total number of places</b>      | 5   |
| <b>Number of children on roll</b>  | 4   |
| <b>Name of registered person</b>   |   |
| <b>Date of previous inspection</b> | 4 February 2014   |
| <b>Telephone number</b>            |   |

The childminder registered in 2013. She lives in Poole and offers 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 a level 3 early years qualification.

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Piccadilly Gate  
Store St  
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