

# Childminder Report

**Inspection date**

4 May 2017

Previous inspection date

23 April 2015

<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 make good progress in relation to their starting points. The childminder observes and monitors children's development closely to support their learning effectively.
- Children are happy, settled and form close and loving relationships with the childminder. They explore freely, cuddle up to her when they are tired and laugh together in their play.
- The childminder encourages children to develop very healthy lifestyles. For example, she provides lots of active play, teaches them how to keep safe and supports them in developing good eating habits.
- The childminder is committed to updating her knowledge and skills to maintain her good standards. For example, she uses new ideas to support children's all-round development and confidence through active play.

### It is not yet outstanding because:

- The childminder does not make best use of opportunities to extend children's understanding of shape further.
- The childminder does not regularly encourage children to learn about technology.

## What the setting needs to do to improve further

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

- make better use of opportunities to extend children's mathematical skills even further, particularly regarding shape
- extend the range of activities to help children learn more about technology.

### 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 the children's assessment documentation.
- 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 responsibilities to safeguard children's welfare. For example, she gains regular information to help her understand even more about the potential risks to children and how to protect them. The childminder reflects on the quality of her provision to make improvements. For example, she exchanges information more frequently with parents and other settings children attend to support children's well-being and learning consistently. The childminder encourages parents to share their views about her provision. They state, for example, that the childminder prioritises their children's needs and takes time to discuss and share their progression and achievements.

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

The childminder knows the children well and plans interesting activities to support their next steps for learning successfully. She joins in their play to capture their interest, introduce new experiences and to help them achieve. For example, children enjoy using their fingers to make marks in trays of dry materials. The childminder extends their enjoyment to help older children write letters, while younger children make patterns. She supports children's communication and language skills well. For example, she encourages them to listen, think and to talk about their own experiences as they play.

### Personal development, behaviour and welfare are good

The childminder provides a safe and secure environment for children, with a good range of toys for them to choose from freely. For example, children engage for a long time as they lead their own imaginative play, dressing and feeding dolls. The childminder provides many activities to help children develop very good physical skills. For example, children join in active play with enthusiasm and learn to balance and move with coordination. The childminder helps children to learn about their local community. For example, children explore the changes in the environment throughout the year, learn about nature and meet different people.

### Outcomes for children are good

Children develop the skills for their future learning and are well prepared to move on to school. They learn to manage tasks for themselves and ask for help when they need it. Children are interested in learning and show pride in their own achievements. They communicate well, develop good social skills and learn about numbers and letters in play.

## Setting details

<b>Unique reference number</b>	144111
<b>Local authority</b>	Poole
<b>Inspection number</b>	1089677
<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 - 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	23 April 2015
<b>Telephone number</b>	

The childminder registered in 2000. She lives in Poole, Dorset. The childminder offers care from 8am to 6pm, Monday to Friday. The childminder receives funding to provide free early education for children aged two, three and four years.

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.

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