

# Childminder Report

<b>Inspection date</b>	29 June 2017
Previous inspection date	5 February 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

- The experienced childminder reflects on her practice regularly and maintains her professional development to improve her practice and outcomes for children. For example, she has attended training to build on her knowledge to improve how she supports children's communication and language skills, so children become confident speakers. Children make good progress from their starting points.
- The childminder regularly shares information about children's learning with parents and gives them ideas on how to support learning further at home.
- The childminder's home is welcoming, well organised and well resourced. Children look forward to their day with anticipation. They form strong attachments to the childminder, which supports their emotional well-being successfully.
- The childminder supports children's understanding of healthy lifestyles well. For example, she encourages children to eat healthy foods and they practise their physical skills as they play in the garden and take part in activities at local groups.

### It is not yet outstanding because:

- The childminder does not successfully encourage parents to share information about their children's achievements from home on a regular basis, to better inform her planning.
- Although self-evaluation is effective overall, the childminder does not take into account the views of parents fully when deciding areas for further improvement.

## What the setting needs to do to improve further

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

- encourage parents to share their children's current interests and achievements from home more often, to further support planning for children's learning
- develop the systems for self-evaluation to include the views of parents, to help identify further priorities for improvement.

### Inspection activities

- The inspector viewed the areas of the premises used for childminding and held discussions with the childminder.
- The inspector observed the childminder's teaching and the impact this had on children's learning.
- The inspector looked at documentation, including children's records, and documents to confirm the suitability of all household members.
- The inspector took account of the views of parents spoken to on the day and written feedback.
- The inspector reviewed the childminder's self-evaluation record.

### Inspector

Petra Morgan

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The childminder is fully aware of her responsibilities to protect children and the procedures to follow if she is concerned about a child's welfare. The childminder has a strong understanding of how children learn through play and has a good knowledge of individual children's starting points. She assesses children's progress precisely, identifying where children are in their development and their next steps in learning accurately. The childminder works closely with other settings children attend. For instance, she shares information, which helps provide consistency and continuity in children's care and learning.

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

The childminder provides stimulating learning activities for children that challenge their thinking and problem-solving skills well. For example, children take part in memory games and expertly turn puzzle pieces around to fit into the correct space. The childminder is very successful at following children's lead and joins in with children's play effectively, for instance, when children pretend to prepare meals, to develop their imagination. Children follow instructions well and enjoy sensory experiences, such as when they make play dough. The childminder extends children's mathematical development skilfully by including counting and measuring in the activity. The childminder places a strong focus on supporting children's language. She encourages conversations at every opportunity and gives children plenty of time to respond to questions.

### Personal development, behaviour and welfare are good

The childminder provides a homely environment, and children are happy and settled. Children make choices about their play and thoroughly enjoy exploring the interesting learning environment. Children behave well and learn to take turns, for example, during board games. The childminder is a positive role model for the children and has clear expectations for their behaviour. Children have good levels of independence and manage their personal needs well. For example, they put away their shoes and wash their hands. Children learn well about diversity in different ways, such as through celebrating a variety of cultural festivals with the childminder.

### Outcomes for children are good

Children learn a wide range of skills, which prepares them well for their move to school. They are confident, self-assured and motivated to learn. Children recognise and write their names. They learn about numbers and mathematical language. Children enjoy good opportunities to develop their creativity. For example, they make models from boxes, cardboard tubes and paint.

## Setting details

<b>Unique reference number</b>	130036
<b>Local authority</b>	Poole
<b>Inspection number</b>	1089409
<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>	3 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	10
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	5 February 2015
<b>Telephone number</b>	

The childminder registered in 1997 and lives in Merley, Dorset. The childminder operates all year round, from 7.45am to 5.30pm on Monday to Friday, except for the week between Christmas and New Year, family holidays and bank holidays. The childminder receives funding to provide free early education for children aged two, three and four years. She holds the national nursery examination board qualification.

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