

Childminder Report

Inspection date

25 July 2017

Previous inspection date

4 October 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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 warm and welcoming environment. Children build good relationships with the childminder and one another. They behave well and learn to respect others.
- Children enjoy learning through a broad range of play and real-life experiences.
- The childminder has improved her methods for monitoring children's play and achievements, which helps her to identify and address gaps in their learning. Children make good progress.
- Self-evaluation is effective. The childminder reflects on her provision well to make changes that benefit the children and improve her practice. For example, she has identified ways of encouraging children's imaginations in the natural environment.
- The childminder establishes positive partnerships with parents, which enables her to meet children's individual needs well.

It is not yet outstanding because:

- The childminder sometimes misses opportunities to introduce new words to younger children and those who learn English as an additional language, to extend their vocabulary.
- On occasion, younger children are not fully included in activities. When older children are present, the childminder sometimes overlooks the importance of the younger ones taking part when they show an interest.

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 that arise to build on children's vocabulary, with particular regard to children who are learning to talk
- extend opportunities for younger children to be more involved in activities when they show an interest.

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 progress.
- The inspector looked at a sample of documentation, which included the childminder's safeguarding policy, her self-evaluation notes, 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 regularly attends training and safeguarding forums that help her to keep her knowledge up to date about new child protection issues. She knows the procedures to follow if she has concerns about a child. The childminder has worked hard and addressed the action and recommendations set at the previous inspection. For example, she has developed successful methods to help her monitor and support children's learning and development. She welcomes input from outside agencies to help her to improve her teaching practice. The childminder has daily conversations with parents about their children's day. Parents report positively on the service they receive. They appreciate the support the childminder offers and comment on the range of outings that their children enjoy.

Quality of teaching, learning and assessment is good

The childminder offers various activities that extend children's life experiences well. For example, she regularly takes children on visits in the local community, where they meet other people and learn about the world around them. For instance, the childminder teaches children that there are numerous types of shops that sell different products. She encourages children to identify numbers and letters in the environment, and enables them to learn about animals and the natural world. Overall, the childminder interacts positively with the children as she supports their activities, such as by demonstrating and explaining ways to do things. At the inspection, children focused for a significant period, using a range of tools to mould play dough into various shapes.

Personal development, behaviour and welfare are good

Children are happy and settled. They enjoy the time they spend with the childminder and other children, learning to take turns and share equipment. The childminder praises children regularly, helping to boost their self-esteem and confidence. She teaches children good routines for caring for their bodies and reminds them about staying safe, such as the importance of sitting on a chair properly. Children are active in the fresh air each day. For example, they learn to pedal and steer wheeled toy vehicles, and explore natural spaces, including the beach and woodlands.

Outcomes for children are good

Children learn various skills that help to prepare them well for the next stage of their learning and starting school. For example, they become increasingly independent as they learn to use the toilet and wash their hands without help. Children develop practical skills, such as putting their shoes on the correct feet and using various tools safely. Children show an interest in numbers and shapes. They start to develop early reading skills, for example, by identifying where toys are stored by looking at the labels.

Setting details

Unique reference number	EY293612
Local authority	Poole
Inspection number	1107609
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	10
Name of registered person	
Date of previous inspection	4 October 2016
Telephone number	

The childminder registered in 2004. She lives in Poole, Dorset. The childminder offers care from 7am to 6pm, Monday to Friday, for 48 weeks of the year. She receives funding to provide free early years education for children aged two, three and four years.

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