

# Childminder report

<b>Inspection date</b>	11 October 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Good</b> Not applicable	<b>2</b>
Effectiveness of 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

### The provision is good

- Children form affectionate bonds with the childminder, her assistants and each other. The childminder nurtures children's social and emotional development well and they are happy and relaxed in their care.
- The childminder has a good understanding of child development. She observes children to make accurate assessments of their learning and reviews their ongoing progress. Children, including those who learn English as an additional language, make good progress from their starting points and are eager to learn.
- The childminder's home is welcoming and well organised to stimulate play and learning. Children enjoy choosing from the exciting activities and extensive play opportunities, such as learning how to roll a hula-hoop along the ground.
- The childminder shares information about children's achievements with parents and other settings, and informs them about the activities she provides. Parents comment that they value and appreciate the good care and learning opportunities provided for their children.

### It is not yet outstanding because:

- The childminder does not ensure that she keeps parents and her assistants fully informed about all children's next steps for learning. This means they do not always have the information they need to fully challenge children's learning at the setting or at home.
- Occasionally, the creative activities the childminder organises do not give children enough opportunity to follow and express their own ideas and creativity.

## What the setting needs to do to improve further

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

- develop further the information about children's next steps for learning, so that all assistants and parents are more clearly informed and ready to challenge their learning fully in the setting and at home
- provide more encouragement for children to explore their own ideas to extend their individual creativity.

### Inspection activities

- The inspector took account of the views of parents through discussion.
- The inspector read reports from the local authority advisors.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector sampled documentation, such as children's records and written policies.
- The inspector completed a joint observation with the childminder, and talked with her at appropriate times during the inspection.

**Inspector**  
Rachel Cornish

## Inspection findings

### Effectiveness of leadership and management is good

The childminder is qualified, professional and well organised. She works closely with her two assistants. Together, they reflect on their provision and identify ways to make improvements, such as developing the outdoor provision to enhance children's learning opportunities. Safeguarding is effective. The childminder has a secure understanding of her role and the procedures to follow if she has any concern about a child. She monitors the ongoing suitability of her assistants to help ensure they are experienced and suitable to work with children. The childminder has a positive attitude to keeping her knowledge up to date. For example, she uses knowledge gained through training to reflect on the different needs of bilingual learners and implement practices to support them learning English, such as reading stories in different languages.

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

The childminder has a secure understanding of the age group with which she is working. She recognises the shorter concentration span of the babies and readily changes to another activity when they want to move on. Babies smile and laugh when they repeatedly activate a sound toy and, after a strong exploratory impulse, the childminder re-organises the space in the room so that they can practise new skills, such as crawling after a ball. Children happily explore the range of toys and resources. Older children enjoy pouring and filling containers in the outside kitchen and digging in the sand box. They make marks with chalks and their fingers. This helps children to develop their small-muscle skills in preparation for early writing. The childminder gathers as much information as possible from parents about what children already know and can do, to involve them fully in the assessment of the starting points for children's learning.

### Personal development, behaviour and welfare are good

The childminder's calm and nurturing manner helps to ensure children settle happily. She is very attentive to their needs and emotions. Children are developing excellent behaviour and positive attitudes towards others. The childminder helps children learn to share, take turns and to consider one another's feelings. She encourages children's physical development and their understanding of a healthy lifestyle. For example, children enjoy regular outdoor play, where they use lots of physical play equipment and run freely. They show good personal care skills as they use soap and water to wash their hands and towels to dry them. The childminder provides opportunities for children to gain awareness of communities beyond their immediate experience. This includes learning about different celebrations and the various types of food people eat around the world.

### Outcomes for children are good

Children are working comfortably within the range of development typical for their age, and develop a good foundation for future learning. They play well together and share lots of laughter with others. Children learn to put on their own shoes independently, to follow instructions and to recognise their names. They show imagination as they pretend to prepare meals for each other, as others dig for treasure. Children become absorbed in activities, concentrate well and remain focused in their self-chosen play.

## Setting details

<b>Unique reference number</b>	EY539693
<b>Local authority</b>	Bournemouth
<b>Inspection number</b>	10079388
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 - 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	13
<b>Date of previous inspection</b>	Not applicable

The childminder registered in 2016. She lives in Southbourne, Bournemouth, Dorset and works with two assistants. The childminder is available to care for children Monday to Friday from 8am to 6pm, all year round. She holds an early years qualification at level 6.

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