

# Childminder report

<b>Inspection date</b>	8 January 2019
Previous inspection date	27 September 2017

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires improvement	3
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

### This provision is good

- The childminder gets to know children and their individual personalities well. Children form strong bonds with the childminder. They are happy and confident in her care.
- The childminder is a positive role model who shares her clear expectations for good behaviour. She speaks calmly and kindly to children and helps them to learn about good manners, sharing and taking turns. This supports children's emotional well-being.
- The childminder has developed strong partnerships with other childminders and this enables children to socialise and interact with a number of other children on a regular basis. This helps to extend their knowledge and understanding of the diverse lives, cultures and backgrounds of people in the wider world.
- The childminder shares information of children's learning and next steps in their development with parents and other settings that children attend, to secure continuity of learning.
- The childminder provides a well-organised environment in which children are highly valued. Children display high concentration as they play. They thoroughly enjoy their chosen activities.
- Occasionally, the childminder does not fully extend children's thinking during everyday play situations, to help them to make the best possible progress.
- At times, the childminder does not make best use of assessment information to plan for children's future learning.

## What the setting needs to do to improve further

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

- extend children's thinking more consistently during everyday play situations to help them make even better progress
- make better use of children's assessments to identify and plan for children's next steps in learning even more precisely.

### Inspection activities

- The inspector took account of the views of parents from written feedback they had provided.
- The inspector spoke to the childminder and children at appropriate times.
- The inspector talked to the childminder about her self-evaluation, risk assessments, and policies and procedures. She checked evidence of the childminder's suitability and training certificates.
- The inspector completed an evaluation of an activity with the childminder.
- The inspector observed the quality of teaching during indoor and outdoor activities and assessed the impact this has on children's learning.

### Inspector

Rachel Cornish

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a secure knowledge of safeguarding and welfare concerns. She assesses risks effectively and always maintains a safe and secure environment. The childminder reflects on her practice regularly. She reviews the day's events and seeks feedback from parents to help identify further ways of improving her practice. For example, she has reorganised the play space to provide a calmer environment for children to play and explore. The childminder is proactive when ensuring that she keeps up to date with new early years ideas and she is keen to build on her knowledge and skills even further. For example, she carries out regular independent research and shares ideas with other childminders. The childminder has good partnerships with parents. Parents comment on how much they value and appreciate the good care, support and learning experiences the childminder provides for their children.

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

The childminder provides a wealth of activities and resources to engage children in learning. Planned activities support children to develop their literacy skills. For example, the childminder helps younger children to recognise simple words by linking them to pictures. Children display high attention and perseverance. The childminder uses everyday play opportunities to develop children's early mathematical skills. For instance, she encourages older children to think about the different measurements and sizes of dinosaur toys using a ruler. The childminder plans activities that support children's individual needs and interests. For example, she prepared toy bugs and butterflies in sand, in an exciting way, for the children. This is an activity that interests all of the children and supports a great deal of communication from those who are still developing their language skills.

### Personal development, behaviour and welfare are good

The childminder meets children's emotional needs well. She invites children and their parents to spend time in her home before children are left in her care. Children form close relationships with the childminder and become comfortable in her company. The childminder encourages children to be independent. Younger children confidently choose their own play and older children find their own belongings and happily help to tidy up the toys before moving on to the next activity. Children are polite and behave well. For example, older children frequently help younger children and share resources. Children develop good physical skills. For instance, they get plenty of fresh air and exercise through daily walks to the local parks. Children gain a good understanding of healthy lifestyles. For example, they follow good health and hygiene routines with confidence.

### Outcomes for children are good

Children eagerly join in with activities and make good progress from their starting points. They are working within the typical range of development for their age. Younger children develop very good attitudes to learning and towards each other. Older children are motivated and keen learners. Children are acquiring the skills they need for future learning and their eventual move on to school.

## Setting details

<b>Unique reference number</b>	EY490446
<b>Local authority</b>	Dorset
<b>Inspection number</b>	10084749
<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 - 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	27 September 2017

The childminder registered in 2015. She lives in Poole, Dorset. The childminder works throughout the year, on Monday to Thursday from 8am to 6pm.

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