

Childminder report

Inspection date	12 March 2019
Previous inspection date	3 May 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 is enthusiastic and motivated to do the best she can for the children. She works very well with her co-childminder and assistant to provide children with positive learning experiences that ignite their interest and eagerness to learn. The childminder understands her provision and practices well, making accurate reflections on what works well and areas to develop.
- Children receive very good support to communicate, especially those learning English as an additional language. The childminder uses lots of language and explanation to help the children to understand and communicate, learning new words in English and hearing them in the languages they learn at home.
- The childminder supports children well to make good progress in their learning. She tailors her support and interaction successfully to help children achieve. Children are active and confident learners, who gain good independence in doing things for themselves.
- Children receive very good support to be respectful and behave well.
- The childminder does not make the most of learning opportunities for children to use more challenging information and communications technology (ICT) resources to extend their learning and interests even further.

What the setting needs to do to improve further

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

- provide more opportunities for children to use ICT resources and understand their uses, to help extend children's learning and knowledge even further.

Inspection activities

- The inspector observed the childminder, her co-childminder and assistant engaging with the children.
- The inspector talked to the childminder and her assistant at convenient times during the inspection.
- The inspector sampled the range of documents available that the childminder uses to support her in meeting the children's needs.
- The inspector talked to the childminder about the planned activities and children's learning to determine their effectiveness and impact.

Inspector

Janet Armstrong

Inspection findings

Effectiveness of leadership and management is good

The childminder works effectively with her co-childminder to provide consistent and continuous care and learning experiences for the children. They ensure changes to routines, resources and practices focus on the children's needs. The childminder makes good use of funding to target gaps in their resources. This has led her to improve children's learning when outdoors to explore in a mud kitchen and have more physical challenge on the large trampoline. The childminder makes good use of opportunities to develop her teaching skills. Through effective evaluation and tracking of children's progress, she has improved experiences to help get children ready for school. She provides more opportunities for them to extend their fine movements and control of their arms and hands, in readiness for early writing. The childminder is clear about safe recruitment processes. She provides effective support and encouragement to her assistant, who knows the children well and interacts positively with them. Safeguarding is effective. The childminder is clear about child protection issues and her responsibilities to report and act on any concerns. She ensures children learn in a safe environment and undertakes effective risk assessments of her home and garden.

Quality of teaching, learning and assessment is good

The childminder knows the children and their individual learning needs well. She interacts positively, showing, explaining and encouraging children to have a go. She engages in their own initiated play sensitively, ensuring she does not hinder their ideas, but builds on them. This led to her engage children in a very interesting conversation about how farmers milk cows and transport the milk, so we can drink it. Her very good questioning and exploration of their ideas led them to wonder if the farmers used their hands to get the milk from the cows to the containers. The childminder values the children's suggestions, which encourages them to explore their ideas imaginatively and in more depth.

Personal development, behaviour and welfare are good

The childminder works well with parents and other professionals to ensure children receive the support and input they need to achieve well. The effective exchange of information with parents means the childminder is able to provide children with consistent care and learning experiences. The childminder is an extremely positive role model. Her interactions are very positive and respectful. Children respond and behave impeccably. They learn very well to value their own and each other's differences in language and culture. Children play harmoniously together.

Outcomes for children are good

Children gain good skills in readiness for future learning and moving on to school. From a young age, they learn to be independent. For example, toddlers confidently move around the playroom selecting resources of their choice and wash their hands unaided. Children benefit from group times, especially snack times, where they learn about where the food they eat comes from and where this is in relation to their own cultural backgrounds. They communicate their views and ideas with confidence.

Setting details

Unique reference number	EY487894
Local authority	Bournemouth
Inspection number	10076457
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children	1 - 8
Total number of places	10
Number of children on roll	14
Date of previous inspection	3 May 2016

The childminder registered in 2015 and lives in Bournemouth, Dorset. She works alongside another registered childminder and employs an assistant. The childminder operates from 8am to 6pm on Monday to Friday, throughout the year. The childminder receives funding for the provision of free early years education for children age two, three and four years.

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