

Childminder report

Inspection date: 1 October 2019

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| Overall effectiveness | Good |
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| The quality of education | Good |
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| Behaviour and attitudes | Good |
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| Personal development | Good |
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| Leadership and management | Good |
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| Overall effectiveness at previous inspection | Good |
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What is it like to attend this early years setting?

The provision is good

Children are settled and happy in the childminder's care. They settle very quickly and choose what they want to play with. The childminder ensures that children who are new to her setting feel comfortable and emotionally secure. For example, she encourages them to visit her home with their carer so they become familiar with their new surroundings before they come. She follows their home routines so they settle quickly.

The childminder encourages conversation with all children, talking to them about what they are doing and asking them to name fruits and vegetables from the toy foods. Overall, this helps to support their developing language and introduces new words.

Children develop firm friendships and strong relationships with each other and with the childminder, who is always available for a reassuring cuddle. During outdoor play, the childminder reminds children about keeping safe as they climb the steps to the slide and negotiate obstacles as they 'drive' in the car.

The childminder ensures that children move on in their development by providing enjoyable and challenging experiences at home and in the local area. She visits parks and open areas to encourage children's love of nature and to promote their energetic play.

What does the early years setting do well and what does it need to do better?

- The childminder provides a welcoming and homely environment where children settle well and enjoy close relationships with the childminder and other children. Toddlers happily ask for their friends by name.
- Children enjoy lots of local outings to parks and toddler groups. The childminder ensures that these outings support children's learning and help to support the next steps in their development.
- Although the childminder has multicultural resources, and has provided some activities to support children's understanding of diversity and the wider world, she does not make these available on a regular basis.
- The childminder tracks children's progress well and knows where they are in their development and what they need to do next. She gathers relevant information about what children know and can do at home and builds on this in her setting.
- The partnership with parents and carers is strong. They trust in the childminder's care and attention and she shares information about children's progress regularly. She shares phone messages and pictures to reassure them that their child is settled and happy, chats to them on a daily basis and provides

diaries so parents and carers know what their children have done.

- The childminder encourages children's language development well overall. However, she has background music on all the time, and this has an impact on supporting children's developing language, communication and listening skills in the best possible way.
- The childminder ensures children are safe and healthy. Even the very youngest children clean their hands before snack and behave safely in the garden, for instance carefully turning around to climb down the small step.
- The childminder uses research online and in print to improve her professional development and keep up to date with new things. She works closely with other local childminders and with her local authority to plan ongoing improvements and changes to her provision.
- Babies enjoy lots of attention, affection and good eye contact. This helps them feel secure and settled. Toddlers are independent and confident in the childminder's care. They choose toys, manage finger foods competently and attempt to put on shoes with the childminder's help.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has completed safeguarding training and is confident to follow her child protection policies if she has any concerns about a child in her care. She understands the signs and symptoms that may indicate that a child is at risk. The childminder shares her procedures with parents so they are aware of her responsibilities to protect children and report concerns. On a daily basis, she teaches children about playing safely in a way they understand. For example, she helps them to manage the step down to the garden, pick up toys and look out for traffic on outings.

What does the setting need to do to improve?

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

- manage the use of background music to provide better opportunities for children to further develop their language, communication and listening skills
- make sure that resources and activities that help children learn about the diversity of the world around them are more readily available.

Setting details

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| Unique reference number | EY234909 |
| Local authority | Bournemouth, Christchurch & Poole |
| Inspection number | 10060765 |
| Type of provision | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Childminder |
| Age range of children | 0 to 6 |
| Total number of places | 6 |
| Number of children on roll | 6 |
| Date of previous inspection | 23 October 2014 |

Information about this early years setting

The childminder registered in 2003. She lives with her husband and two teenage children in the Southbourne area of Bournemouth, Dorset. The childminder has a relevant qualification at level 3.

Information about this inspection

Inspector
Anne Mitchell

Inspection activities

- The childminder showed the inspector around the setting and discussed how she promotes children's learning.
- The childminder and the inspector observed snack time together and discussed how the childminder manages children's independence and physical development.
- The inspector talked to the childminder and engaged with children at appropriate times during the inspection.
- The inspector observed the children and childminder indoors and outside to determine the success of the activities and interactions.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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