

# Childminder report

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Inspection date: 9 December 2019

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 enjoy the time they spend with the childminder, who provides a warm, caring and safe environment. The childminder finds out from parents about their children's routines, interests and abilities before they start. She uses this information effectively to plan for children's individual learning. Children are provided with a good variety of play and learning opportunities. They behave well and respond positively to adults and each other. For example, they help to tidy away the cars and shapes to make space to do a puzzle.

Children make good progress in their learning and development. The childminder continually talks to the children. She describes what they are doing and introduces new words to help increase their vocabulary. This supports children's communication and language skills well. As older children show an interest in letters, the childminder sounds out the letters in their names and provides alphabet puzzles, to support their early literacy skills and prepare them for the next stage in their learning.

The childminder is proactive in continuing her professional development. For example, she attends training on a range of subjects to help her improve what she provides for children. The childminder has established strong partnerships with parents, which contributes towards a consistent approach to meeting children's needs.

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

- Children are happy, settled and keen to learn. The childminder is sensitive to children's needs, which fosters their security and emotional well-being. For example, younger children happily explore their environment and are reassured that the childminder is nearby. The childminder is attentive to children's needs and helps them learn how to keep themselves and others safe. Children enjoy a wide range of activities and are becoming confident and independent learners.
- Children build warm, trusting relationships and are well behaved. The childminder helps them to understand about the needs of others. For example, as younger children experiment to build a tower with the bricks, older children join in and offer help. Children receive regular praise from the childminder, which helps to boost their self-esteem.
- Children enjoy cuddling up to the childminder to listen to a favourite story. The childminder discusses the characters and challenges the children to predict what will happen next. However, at times, the childminder does not give children enough time to think and answer for themselves, before answering for the children.
- Children learn about healthy lifestyles. For example, they know and understand

about germs and the importance of washing their hands at appropriate times. Children take part in outdoor play regularly to make sure they get plenty of fresh air and exercise. For example, they visit local parks where they can use the challenging play equipment to develop their balance and coordination skills. Children learn about their local community and people who help us, which helps to develop their understanding of the world.

- Children have regular opportunities to learn about numbers and shapes through the play activities. For example, the childminder encourages children to match shapes to corresponding patterns to teach them about size and shape. However, some children are less clear about the names of the shapes and do not engage fully. Children confidently use numbers in their play. For example, they use their fingers to represent the numbers when talking with childminder.
- The childminder has established very good working relationships with parents, which enables children to settle well. Parents receive regular updates about activities children have enjoyed and their achievements. The childminder provides information for parents on ways they can get involved in their children's learning. For example, she encourages parents to borrow resources to use at home with their children. This helps to provide continuity for children's learning.
- The childminder continually reflects on ways to improve her provision. For example, since the previous inspection, she has adapted creative activities to ensure younger children can participate fully. The childminder values the views of parents and welcomes suggestions on how she can support their children further.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder refreshes her knowledge of safeguarding policies and procedures regularly to keep herself up to date with any changes. For example, she completes training and checks the local authority websites for updates. The childminder is clear of her responsibility to keep children safe. She has a good understanding of the signs and symptoms that may indicate a child is at risk of harm. She is confident about her procedures and knows what to do if she has any concerns.

## What does the setting need to do to improve?

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

- give children enough time to process their thoughts, to enable them to respond to questions and express their ideas
- improve how activities are planned and organised to further develop children's understanding of mathematics, in particular about shape, space and measure.

## Setting details

<b>Unique reference number</b>	100418
<b>Local authority</b>	Bournemouth, Christchurch & Poole
<b>Inspection number</b>	10060426
<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 to 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	3 September 2015

## Information about this early years setting

The childminder has been operating since 1985 and lives in Bearcross, Bournemouth. She holds an early years qualification at level 5.

## Information about this inspection

### Inspector

Dinah Round

### Inspection activities

- The inspector held a discussion with the childminder to understand how the early years provision and curriculum are organised.
- The inspector viewed the play spaces and observed interactions between the childminder and children.
- The inspector looked at a sample of the childminder's documentation, including policies and procedures, and training certificates.
- The inspector talked to children at appropriate times during the inspection.

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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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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