

# Childminder report

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Inspection date: 12 November 2019

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**Overall effectiveness** **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

## **What is it like to attend this early years setting?**

### **The provision is good**

Children build close relationships with the childminder. They demonstrate that they feel safe and secure in her care. Children are active, happy and inquisitive learners. They follow daily routines well and are confident to ask the childminder for help. Children demonstrate positive behaviour and learn to consider the feelings of others as they play. The childminder gives them lots of praise. She is extremely kind and caring, and teaches children how to treat others with respect and kindness.

The childminder works with parents to find out about children's care, learning and development needs, enabling her to support children from the start. Parents are happy with the service provided and they recommend the childminder to others. Children take part in a broad range of activities and experiences that help them to progress well in their learning. The childminder supports children skilfully in learning about the natural world. Children delight in being outside as they rake leaves, look for frog spawn in a water tank, pick raspberries and use natural materials in their imaginative play.

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

- The childminder monitors children's progress effectively, enabling her to identify and support any emerging gaps in their learning. She plans for what children need to do next, considering their ages, stages of development and interests.
- The childminder has strong relationships with parents. She keeps them informed about their children's experiences and progress, which helps to provide consistency for children. However, she does not routinely support parents to extend children's learning at home as effectively as she could.
- The childminder organises her home effectively and offers children plenty of toys and learning opportunities. The well-resourced outdoor area offers a broad range of learning experiences to provide plenty of opportunities for children who prefer to learn outdoors.
- Children demonstrate good concentration skills, for example while learning how to use scissors to cut different materials. The childminder encourages children to manage risks in their play. She shows children where to put their fingers when they begin to use scissors. On occasion, the childminder does not follow the children's ideas and use their emerging interests to engage them fully in their play and build on their knowledge and skills as effectively as possible.
- Children develop good habits in regard to healthy eating, manners and managing their own self-care. The childminder is sensitive to the needs of the children. She provides lots of cuddles and reassurance. Children have regular opportunities for sleep and rest.
- The childminder provides opportunities for children to develop early

independence during care routines and as they play. Children enjoy helping with tasks such as taking off their coats and footwear, and tidying up their toys.

- The childminder takes children on a wide range of outings around the local community regularly. For instance, they visit beaches, parks and libraries to help develop an excellent understanding of the world around them.
- The childminder keeps her knowledge and skills up to date well. For example, she attends a wide variety of training and uses the internet to keep up with current practice issues. Recent online research has helped her focus precisely on the different learning needs of girls and boys.
- The childminder reviews and analyses the quality of her provision effectively. She uses feedback obtained from parents and children to make sure that planned developments meet their needs.
- Children join in eagerly with activities and make steady progress in relation to their individual starting points. They are well prepared for their future learning.

## **Safeguarding**

The arrangements for safeguarding are effective.

Children play safely under the childminder's supervision and guidance. The childminder has a good understanding of child protection matters and knows how to refer any concerns about children's welfare. She reviews risk assessments regularly to help minimise hazards to children and ensure the smooth running of her provision. These include assessments of her setting and any planned outings. The childminder implements a range of effective policies and procedures to ensure that children are safe and supervised well. She has all relevant contact details for local safeguarding.

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

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

- make better use of children's ideas and emerging interests to fully engage them in their play and extend their learning.
- strengthen partnership working with parents to support them to extend their children's learning further at home.

## Setting details

<b>Unique reference number</b>	100408
<b>Local authority</b>	Bournemouth, Christchurch & Poole
<b>Inspection number</b>	10125347
<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 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	14
<b>Date of previous inspection</b>	11 March 2013

## Information about this early years setting

The childminder registered in 1992 and lives in Westbourne, Bournemouth. She operates Tuesday to Friday from 7.30am to 6pm, all year round. The childminder holds a level 3 early years qualification.

## Information about this inspection

### Inspector

Rachel Cornish

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector viewed the areas of the home used for childminding purposes.
- The childminder and the inspector jointly evaluated an activity.
- The inspector took account of the views of parents by reading written testimonials and letters.
- The inspector held discussions with the childminder and looked at relevant documentation.

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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