

Childminder report

Inspection date: 18 February 2020

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 happy and content. They build positive relationships with the childminder, which helps them to feel secure and to develop confidence. The childminder finds out from parents about their children's routines, interests and abilities before they start. She uses this information effectively to help children settle and plan for their individual learning.

Children make good progress in their learning and development. The childminder continually talks to the children and teaches them to use new words to extend their vocabulary. For example, as children identify the different people shown on the picture cards, such as firefighters, the childminder talks to them about the roles of the people. This helps to raise children's awareness of people who help us in the local community. Children enjoy songs and rhymes. For example, they enthusiastically join in with the actions for their favourite songs.

Children behave well. They willingly follow instructions and learn good manners. For example, children remember to say 'please' and 'thank you' at snack time. The childminder offers regular praise and acknowledges the children's achievements, which helps them feel good about themselves.

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

- Children have good relationships with the childminder and are confident to ask for help when needed. The childminder meets children's individual care needs well. Children show that they feel safe and secure, which helps support their emotional well-being. Children display developing independence in managing their personal care. For example, they wash their hands by themselves and help to prepare their snack.
- Children learn to share and take turns. The childminder teaches them to use their 'kind hands' when playing with other children. This helps children to develop friendships and build good self-esteem. The childminder talks with parents about any behaviour matters, and, due to a consistent approach, these are resolved promptly.
- Children are provided with a varied range of play and learning activities. The childminder knows children well and plans interesting activities to support their learning. Children enjoy creative play activities. For instance, they have fun experimenting with paint and using various tools such as rollers, sponges and brushes. The childminder adapts the activity to follow children's interests so they can try things for themselves.
- Children show a developing understanding of mathematics. For example, they can confidently count to seven, and, with the childminder's sensitive support, are able to match the number of objects with the corresponding number. Children

show care and control as they use their fine motor skills to thread various wooden shapes. However, the childminder does not make the most of chances to develop the children's understanding of shape, size and measure.

- Children take part in regular outdoor play. For instance they go on regular trips to local parks where they can access more challenging play equipment. This helps them to develop their balance and coordination skills and ensures they get plenty of fresh air and exercise. Children learn about risks when out and about. For example, the childminder teaches them how to cross the road safely, which helps them to understand how to keep themselves safe.
- The childminder shares information with parents about their children's progress and welfare regularly. For example, she uses a daily diary to detail children's sleep times, nappy changes, food eaten and play activities. This keeps parents well informed about their children's care and development. However, the childminder does not make the most of opportunities to actively involve parents in their children's learning to promote further continuity in children's learning.
- The childminder has a positive attitude to the development of her provision. For instance, she identifies when further safety measures are required in her garden to keep children safe. She links with her early years adviser and other childminders to reflect on how she can improve what she provides for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of safeguarding policies and procedures. She receives regular updates from the local authority and has recently completed a safeguarding audit. The childminder is clear of her responsibility to keep children safe. She has a good knowledge of the signs and symptoms that may indicate a child is at risk of harm. The childminder is confident about the procedures to keep children safe 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:

- increase opportunities for children to develop their understanding of shape, size and measure
- strengthen partnerships with parents, to help support and actively involve them in their children's learning, to promote further continuity in children's learning.

Setting details

Unique reference number	EY430144
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10062641
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 2
Total number of places	6
Number of children on roll	4
Date of previous inspection	20 November 2015

Information about this early years setting

The childminder registered in 2011. She lives in Christchurch, Dorset. She operates Monday to Friday, from 7.30am to 6pm, all year round, except for bank holidays. The childminder holds an appropriate early years qualification at level 2.

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 activities 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 training certificates and policies and procedures.
- The inspector talked to the 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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