

# Childminder report

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Inspection date: 9 March 2020

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

### The provision is good

Children are happy, motivated and making good progress in their learning. The childminder and her assistants provide meaningful activities that link to children's interests. For example, children enjoy playing with the pretend kitchen. The childminder develops this further into a cafe with lots of resources to help with all areas of their learning, including menus, laminated pictures of meals, dough to make food, and a till to support counting the money. Children build secure relationships with the childminder and her assistants. They show high levels of confidence in approaching them for help or cuddles for reassurance. The childminder and her assistants have high expectations for the children. They know the children very well and adapt the environment and the curriculum to meet their individual needs.

Children learn about healthy lifestyles and good hygiene procedures to minimise cross infection. They enjoy healthy and nutritious snacks and meals prepared by one of the assistants, who is a qualified chef. Children thoroughly enjoy making cakes with him. They each have their own ingredients and tools and eagerly follow the instructions well. Once the cakes are cooked, the children decorate them and show a great sense of pride in their achievements.

Strong partnerships with parents mean that children are very well supported. Parents report that the communication between them and the childminder is excellent and that they have the opportunity to share what their children are doing at home. This helps feed into the childminder's assessment of their children's development, what they know now and what they need to learn next.

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

- The childminder and her assistants have worked exceptionally hard since their last inspection to improve the quality of teaching and their knowledge of the welfare requirements. They are all clear on how they deliver purposeful activities that help children learn. For example, children make large eggs using balloons and paper in preparation for their Easter celebrations. They show high levels of concentration and listen well to the instructions. Younger children thoroughly enjoy acting out the story of 'Goldilocks and the Three Bears'. They have different-sized bowls, chairs and bears and make their own porridge. They are engaged well because the childminder has used their interests and her good knowledge of their developmental needs.
- Children thoroughly enjoy the well-resourced outdoor area. The childminder and her assistants use the play areas well to offer different learning opportunities and encourage children to develop their own ideas and use their imagination. Children receive good support in their physical development as they use a wide

range of equipment and enjoy the well-made mud kitchen, where they can pretend to make their own food.

- The childminder follows good procedures overall to support her assistants in their work with the children and their continued professional development. For example, one of the assistants is completing a level 3 qualification and feels that the knowledge she has gained has been invaluable in helping her in her role. The childminder and her assistants have regular meetings to reflect on the quality of teaching. However, these are not always successful in making sure that the quality of teaching is consistently good.
- There are effective methods to support children who are learning English as an additional language. For example, there are familiar words in children's home language for the adults to be able to respond to appropriately. Children have regular story times, songs and rhymes, and the adults narrate what the younger children are doing to support their language development. As a result, children learn to be confidently bilingual.
- Children's behaviour is good given their age and stage of development. The childminder and her assistants speak to the children in a calm way and role model expected behaviour to help even the youngest child learn about sharing and showing consideration to their friends. The adults use visual prompts to help with turn taking, and children know it is their turn next.
- Children develop good early literacy skills. They are keen to find their name and put it on the board to identify they are present. The childminder reads stories using different pictures depicting the story and encourages the children to put them in the correct order. In addition, children make marks using a wide variety of tools and materials.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants demonstrate a good knowledge and understanding of how to safeguard children. They have all received training recently and are clear about the procedures to follow if they have a concern about a child's welfare. There are good procedures for the recruitment of new assistants to ensure they are suitable to work with the children. The childminder's assistant completes regular risk assessments and involves the children in making sure that the outdoor environment is safe for them to play in.

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

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

- continue to improve the supervision of assistants, to gain a more consistent approach to their quality of teaching.

## Setting details

<b>Unique reference number</b>	EY411841
<b>Local authority</b>	Bournemouth, Christchurch & Poole
<b>Inspection number</b>	10126256
<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 at time of inspection</b>	1 to 4
<b>Total number of places</b>	9
<b>Number of children on roll</b>	12
<b>Date of previous inspection</b>	17 September 2019

## Information about this early years setting

The childminder registered in 2010 and lives in the Wallisdown area of Bournemouth. She provides care for children all year round from 6.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She works with two assistants. The childminder provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Lorraine Sparey

### Inspection activities

- The inspector completed a learning walk with the childminder and talked about the curriculum she offers and how she uses the space available to meet the needs of children attending.
- The inspector viewed documentation, including staff files and children's learning records.
- The inspector spoke to parents to gain their views.
- The inspector observed the childminder and her assistants interacting with the children and spoke to them at various times to discuss their practice.
- The inspector completed a joint observation with the childminder and discussed the findings.

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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