

Childminder report

Inspection date:

5 November 2019

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is good

The childminder has a very strong bond with the minded children. Her sensitive, caring and supportive relationships promote a strong sense of well-being in the children, who show they feel safe, relaxed and confident. Children engage enthusiastically in games. They understand rules and are emotionally secure. They learn to take turns and cooperate with others.

The childminder focuses her curriculum on ensuring children develop the skills they need for moving on to school and being independent. She targets her activities and support very well to ensure children receive the stimulation and challenge they need to make good progress across the seven areas of learning. Children benefit from a wide range of exciting and well-thought-out activities that they focus on for long periods. They show a good understanding of different mathematical concepts and communicate their needs confidently.

There are successful working partnerships with parents. The childminder engages parents in their children's learning effectively. She ensures that they work together to manage children's routines, care needs and individual requirements consistently. This enables the childminder to meet children's specific and changing needs, and allows her to continue and value the learning that takes place at home.

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

- Children are articulate communicators and enjoy the activities and the childminder's interaction in their play. The childminder provides supportive guidance that allows children to succeed as they learn. For example, during a food memory game, she asks questions that help children remember where the cards are they need and what the pictures are. She extends this well by moving the activity on to play dough, where children create their own lunch plate. The childminder's effective questioning allows children to share what they know, be creative and imaginative, and learn new skills, such as making round peas by rolling their hands together in a circle. Children talk excitedly about what they are doing and celebrate their successes with the childminder.
- The childminder provides good commentary to the children's play and learning to extend their vocabulary and put words to their actions. Children enjoy many different activities. They learn to count and to identify 'more than' and 'bigger than'. They solve simple number problems when on the trampoline. For example, children identify that they need to do two more star jumps than one more to reach a total of five. At times, the childminder does not question children as well as she could, to encourage them to think of solutions and solve problems in their play.
- Children have good control of their large and smaller movements. For example,

they use one-handed tools carefully to cut and mould play dough. Outdoors, they bounce and move on the large trampoline with good coordination and precision. They do star jumps, bottom and foot bounces and, when jumping, avoid the small balls as they roll around. The childminder makes the activity enjoyable, challenging and engaging.

- The childminder updates her knowledge and teaching skills through gaining ideas from other childminders and reading some literature. Her natural ability around children enables her to adapt her practices well. However, the childminder does not reflect on what she does as well as she could, to identify targeted training that will focus her teaching and support more precisely on what children need.
- The childminder provides a warm, comfortable and spacious learning environment for children. The areas are child-friendly and the resources are accessible and inviting. Children move around the space independently. They take care of their own care and hygiene needs with little support and prompting from the childminder.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear knowledge and understanding of her responsibilities to protect children from harm. She knows her minded children well, to be able to recognise when children may be at risk. The childminder is aware of the potential signs and symptoms of abuse and who she must contact should she have any concerns. She makes sure that parents understand her procedures, to enable her to work with them successfully to keep children safe. The childminder provides a safe and secure home for children to explore and play in, indoors and outside.

What does the setting need to do to improve?

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

- use training opportunities to focus more sharply on improving the quality of teaching, to target support and input where they will benefit the children the most
- make better use of questioning to encourage children to think of solutions and solve problems in their play.

Setting details

Unique reference number	EY414754
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10061671
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 5
Total number of places	6
Number of children on roll	5
Date of previous inspection	25 February 2016

Information about this early years setting

The childminder registered in 2010 and lives in Bournemouth, Dorset. She operates Monday to Thursday from 8am to 5.30pm throughout the year. The childminder receives the early years education funding for children aged three years.

Information about this inspection

Inspector

Janet Armstrong

Inspection activities

- The inspector observed the childminder and children engaged in their play and daily routines.
- The childminder took part in a joint observation with the inspector and talked about the quality of teaching and learning.
- The inspector read letters of support from parents and took their views into account.
- The inspector sampled a range of documentation.
- The inspector talked to the childminder and children 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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