

Childminder report

Inspection date: 12 September 2019

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

The childminder and her assistant work well together to provide a welcoming and stimulating environment. They plan a range of enjoyable opportunities to learn which cover all areas of learning. The childminder incorporates the children's interests into her planning to maintain their motivation to learn. Children make good progress from their starting points and develop skills needed for the next stage in their learning. The childminder engages well with children and captures their interests. For instance, she helps children to learn how to turn a garden tap on and off. This helps children's small-muscle development in readiness for early writing skills.

Children develop warm, playful relationships with the caring childminder. They enjoy her company and show how secure they feel in her care. Children interact nicely with adults and each other. They cooperate with the routines and respect the boundaries that are set.

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

- The childminder has high expectations for all children. For instance, she places good emphasis on introducing lots of new vocabulary and modelling language to support children who learn English as an additional language and develop their understanding and speech. While the childminder is keen to support children's communication and language, she sometimes misses opportunities to build on children's problem-solving skills, to help them think critically and find answers for themselves.
- The childminder gives children time to immerse themselves in imaginary play. For example, children create their own stories, developing a beginning, middle and end. They share their ideas well and make links to their real-life experiences.
- Children explore the environment with confidence and have plenty of opportunities to make independent choices about their play. For instance, they choose to play on ride-on toys, explore textures in a sand tray and discuss different ingredients to add to their pretend soup.
- The childminder is skilled at helping children learn about the world and living things. For example, children helped her to decide what animal she should choose as a pet. She teaches children how to handle 'Coco' and 'Lola' the guinea pigs gently, and helps them learn how to care for animals safely.
- The childminder is attentive to the children's needs to ensure they feel comfortable and ready to enjoy learning. She offers settling-in sessions when they first start to meet the individual needs of the children and their parents.
- The childminder supports children effectively to understand the importance of following a healthy lifestyle, and she provides children with healthy meals. She

encourages children to be independent and to manage their own personal needs. For example, they confidently choose fruit they would like for snack and wash their hands after they use the toilet.

- Parents comment positively about the care that the childminder provides and the progress that their children make. The childminder encourages parents and children to share their views about her setting.
- The childminder regularly observes her assistant and gives feedback on her performance. She holds regular meetings with her assistant to identify areas of their practice that they want to improve. The childminder recognises that she does not always use the information gained from children's assessments to accurately plan for their next steps in learning.
- The childminder and her assistant show strong commitment to continuing to update their knowledge and skills. They seek new training to help support the individual needs of children. For instance, the childminder has used knowledge from recent training to enhance children's communication and language skills.
- The childminder has good relationships with professionals at other settings that children also attend. Daily conversations with school staff help to provide continuity of care and complement children's learning at school.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant complete regular training to keep their knowledge up to date about child protection issues. The childminder is confident in her ability to identify and report any concerns about a child's welfare in line with the local safeguarding procedures. She is aware of the professionals to contact if concerns arise about the children in her care. The childminder considers the safety of the premises, toys and equipment to ensure their suitability for the age of the children attending. She ensures children are cared for in a safe and secure environment.

What does the setting need to do to improve?

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

- strengthen teaching further by responding to individual children's interests that spontaneously arise during play, to further extend and challenge their learning to the highest level
- focus assessments of children's development more precisely, to help plan for their next steps in learning and support them to make the best possible progress.

Setting details

Unique reference number	EY484863
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10076383
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 9
Total number of places	5
Number of children on roll	14
Date of previous inspection	28 January 2016

Information about this early years setting

The childminder registered in 2014. She lives in Southbourne, on the outskirts of Bournemouth, Dorset. She provides childcare from 8am to 6pm from Monday to Thursday all year round, except for four weeks' personal holiday. The childminder receives funding to provide free early years education for children aged three years. She works alongside her daughter, who is an assistant, and they both hold an early years qualification at level 3.

Information about this inspection

Inspector

Rachel Cornish

Inspection activities

- The inspector observed the quality of activities available for children indoors and outdoors, and discussed the planning of activities with the childminder.
- The inspector had a tour of the setting with the childminder.
- The inspector took account of parents' written views and comments.
- The inspector completed a joint observation with the childminder.
- The inspector discussed children's individual learning and development with the childminder.

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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