

Inspection of Timothy, Debbie

Parkstone, Poole, Dorset BH14

Inspection date:

22 October 2019

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Outstanding



What is it like to attend this early years setting?

The provision requires improvement

Older children do not all benefit from activities or good teaching to help them build further on what they already know and can do competently. This does not help them to make the progress they are capable of in all areas. At times, the play areas become noisy and chaotic and some quieter children cannot be heard. The childminder does not encourage these children to talk and speak words clearly to make better progress in their language development.

Children are happy and form warm and trusting relationships with the childminder and her family. They go to the adults for cuddles and comfort, and settle well at sleep times. Children enjoy regular outdoor play and outings in the community where they learn about natural life and the world, such as how to care for animals. They move around the secure play areas freely. However, the childminder does not always support them in making their own choices and leading their play to motivate them to learn. Children learn how to share and take turns fairly to help them develop good behaviour and social skills.

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

- The childminder does not have high enough expectations of what older children can achieve. She assesses and plans children's learning. However, she does not use this information or her interactions to challenge and build on older children's learning. For example, she and her assistant provide older children with simple mathematical activities in areas in which they are already competent.
- The childminder does not support some quieter children's language development well. For instance, the childminder and her assistant do not encourage these children to talk or speak words clearly. When the play areas become very noisy these children cannot be heard.
- The childminder and her assistant do not make good use of some activities that children show an interest in and choose, to support their all-round development and motivation to learn. For instance, they clear away activities children are still exploring and do not encourage them to follow their interests, such as when they try to play with an empty water activity. At such times, these children wander away missing learning experiences.
- Children develop some skills to support their future learning and readiness for starting school. They learn to manage tasks competently to develop their independence, such as using the toilet and feeding themselves at meals.
- The childminder helps children to develop healthy lifestyles. For example, children learn to wash their hands before meals and after handling the dogs. They enjoy sociable meal times together to support good table manners and healthy choices. Younger children develop their physical skills as they climb and bounce on the mini trampoline.

- Children enjoy stories and some find favourite books to read to others. The childminder helps younger children to join in, such as providing props to involve them in the story and to help encourage their literacy.
- Partnership with parents is sound. The childminder keeps them informed of their children's progress. Parents share positive views of her provision, such as how their children form close bonds with the childminder and her family.
- The childminder undertakes some professional development to build on her knowledge, such as attending on-line educational sessions. She has used new information to work with parents to support any additional needs children have.
- The childminder has does not use self-evaluation effectively to identify and address the weaknesses in her provision. This does not ensure good standards of care and education.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands the risks to children and the correct procedures to follow if they have any concerns about a child. This includes the signs and symptoms that might indicate a child is at risk of harm. She maintains safe and secure play areas for children and works with her assistant to supervise children appropriately. The childminder ensures her assistant understands the policies and procedures to help safeguard children's welfare. She ensures all adults living or working on the premises are suitable.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
improve the quality of teaching and the use of assessment to build on older children's learning and to ensure all children make good progress in their communication and language development	18/11/2019
improve the use of activities and adult interactions to support children's interests and choices and to promote their all-round development and motivation to learn.	18/11/2019

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

Setting details

Unique reference number	EY225798
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10115722
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 4
Total number of places	12
Number of children on roll	9
Name of registered person	Timothy, Debbie
Telephone number	
Date of previous inspection	7 January 2013

Information about this early years setting

The childminder registered in 2002. She lives in Poole, Dorset. The childminder works with her husband, who is also a registered childminder at the same address, and an assistant. The childminder offers care from 6am to 6pm, Monday to Friday. The childminder receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Bridget Copson

Inspection activities

- The inspector had a tour of the setting and observed activities and the quality of the childminder's interactions with the children.
- The inspector observed the childminder working with her assistant and reviewed feedback from parents.
- The inspector talked to the childminder about how she implements the curriculum and monitors children's progress.
- The inspector sampled the childminder's documentation and discussed her knowledge of the requirements of the early years foundation stage.
- The inspector completed a joint observation with the childminder.
- This inspection was carried out following Ofsted's risk assessment process.

- develop self-evaluation to identify and address the weaknesses in the provision.



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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