

# Childminder report

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Inspection date: 24 February 2020

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Outstanding

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

### **The provision is good**

Children show an eagerness to learn and become engaged deeply in their play. They are motivated and confident and access a first-class range of resources. The childminder complements toys and activities with inspiring home-made resources that ignite children's natural curiosity and investigative nature. For example, children use pebbles painted as frogs and a piece of aluminium foil as a pond when singing nursery rhymes, which helps bring the songs to life. The environment is safe, highly welcoming and supports children's learning superbly. The childminder has the highest expectations for all children. Children develop great communication and language skills. They ask if they should write their names, which the childminder encourages enthusiastically. Children begin to have impressive literacy knowledge. They are able to write the first letter of their name.

Children's behaviour is superb. They are extremely happy and content, building strong relationships with the nurturing childminder. Children feel exceptionally safe and valued. They listen attentively and follow instructions eagerly. Children develop excellent levels of self-confidence and are very proud of their achievements. For instance, as they complete jigsaw puzzles, they tell the childminder proudly, 'I did it.' Children have an excellent understanding of the childminder's routines. For example, they know to wash their hands before mealtimes and take it in turns. Children are exceptionally keen to help, for instance when tidying away after activities. This helps prepare children for taking responsibility for themselves and their belongings.

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

- Children extend their mathematical skills through well-planned activities and resources. The childminder plans exciting opportunities to explore concepts of shape, size and measure. For instance, children use home-made weighing scales, exploring eagerly how to balance pebbles from around the garden. They use their estimation skills to work out how many pebbles they need to make the scales equal. However, on occasions, the childminder over-directs activities and does not provide enough opportunities for children to develop their thinking or extend their own ideas.
- The childminder brings stories to life. Children become excited as she gives them outfits, capes and brooms to allow them to act out a favourite story. They confidently recite their favourite lines and enjoy talking about the characters. This supports children to learn and recall stories and develop a lifelong fondness for reading.
- The childminder builds superb relationships with parents. For example, she shares a wealth of information about their children's development and activities to continue learning at home. Parents provide an abundance of compliments

about the childminder and the progress their children make in their learning. They value the 'home-from-home' environment and comment that the childminder's communication is 'excellent'.

- The childminder has established highly successful partnerships with additional settings that children attend. She engages in the two-way communication immediately, to help develop highly effective information sharing. The childminder shares children's accurate assessments and next steps as well as incorporating any information from additional key persons into her planning. This helps to provide a fully consistent approach to children's ongoing learning.
- Children have daily opportunities to learn care and concern for living things. They help to feed the chickens and know that chickens lay eggs. Children take part in birdwatching. They make bird feeders to encourage birds to come into the garden. Children identify the different birds they see, which helps to develop their understanding of the world.
- The childminder reflects on her practice continually and gains the views of parents, such as through questionnaires. She uses a variety of sources of information to keep her practice up to date. For instance, she meets with other childminders to share ideas and expertise. The childminder is keen to extend her own learning and undertakes training regularly. For example, recent training helps the childminder to identify if children need targeted support for their learning and development.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of safeguarding and child protection procedures. She knows what to do if she has any concerns about a child's safety or welfare. The childminder is also familiar with wider safeguarding issues, such as exposure to extremist views and behaviours. She ensures that she supervises children at all times by keeping them within sight or hearing. The childminder undertakes good risk assessments, inside and outside the home. This helps her to prevent accidents and promote children's welfare. The childminder keeps appropriate records. She implements policies and procedures effectively to support her good practice.

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

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

- encourage children more to think for themselves, solve problems and extend their ideas and learning.

## Setting details

<b>Unique reference number</b>	160448
<b>Local authority</b>	Dorset
<b>Inspection number</b>	10125483
<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</b>	1 to 6
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	7 April 2015

## Information about this early years setting

The childminder registered in 1995 and is qualified to level 3 in childcare. She lives in Ferndown, Dorset. The childminder provides care Monday to Thursday, from 8am to 6pm, all year round. She receives funding to offer free early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Rachel Cornish

### Inspection activities

- The childminder gave the inspector a tour of areas of her home that are used by children and explained how she organises her setting.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector read written feedback from parents and took account of their views.
- The inspector observed children's play and the childminder's interactions during activities.
- The childminder and the inspector took part in a joint observation of an activity.

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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Manchester  
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