

# Childminder report

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Inspection date:

27 February 2020

<b>Overall effectiveness</b>	<b>Good</b>
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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

Met

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

### The provision is good

Children arrive happily and separate from their parents easily, eager to start their day with the childminder. They settle quickly to toys that the childminder has set out, knowing their interests and what they enjoy. Children play cooperatively and the childminder helps them to develop secure relationships, learn to take turns and be kind to each other. When children find it difficult to share, the childminder firmly but sensitively helps them understand how to wait, or find something else to play with. Children enjoy sitting together at snack time, where they talk about the foods they like and the colours of the different fruits and vegetables. The young children demonstrate good concentration skills and focus on their play for long periods of time. While children play with the dough, they use their imaginations, making rockets, frogs and aliens. Children are eager to describe what they have made, and use their language well. For example, they explain, 'I've made an alien; he's got three eyes but he doesn't have any legs.' Parents are very positive about the childminder. They acknowledge how she has helped their children to make good progress and how much their children enjoy being in her care.

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

- Children are happy and settled in the setting. The childminder provides a home-from-home environment, where children feel emotionally safe and secure. Children can choose activities from low-level storage and particularly enjoy using their imaginations during small-world play.
- The childminder takes children on outings regularly to extend their play and learning. Children enjoy planting, and finding minibeasts. They learn about the natural world during walks through woodland and to parks. Children can be physical on visits to soft-play areas and enjoy seeing the chickens at a local farm.
- Children enjoy to experiment with the resources. For example, they learn how the magnetic shapes fit together, and discover which objects are not magnetic. They add more and more magnets together and laugh with excitement as the shapes fall to the ground. Older children identify the shapes of the magnets, while younger children just enjoy fixing them together.
- The childminder has kept up to date with training to keep her knowledge current through online research and reading. For example, she has been researching subjects such as sensory processing disorder, to extend her knowledge and help her to identify children who may need additional support.
- Children enjoy choosing the resources and focus well. However, the childminder does not always encourage children to put toys away before finding more, which limits the available space and opportunities for children to take responsibility.
- The childminder encourages children's developing speech and language. She speaks clearly and extends children's vocabulary well. Children who are learning

to talk are using more words every day.

- The childminder observes children as they play and plans activities which are based on their interests. However, she does not always focus closely on their individual development as well as possible to include this in future plans.
- Children enjoy to take part in music sessions. They join in with action songs with enthusiasm and use percussion instruments to accompany their songs. They like to use their 'wiggly finger' to strum the guitar and listen to the different sounds they can make.
- The childminder provides good opportunities for children to use their senses and explore malleable materials, including dough and gloop. Outdoors, children use sand to make marks and enjoy creative play such as painting and sticking.
- Parents are happy with the care and learning opportunities the childminder provides for their children. They acknowledge the good level of communication the childminder provides and ideas for activities to extend children's learning at home. A home/setting communication book provides good information for the parents and the childminder alike to ensure effective continuity of care.

## Safeguarding

The arrangements for safeguarding are effective.

Children are safe in the childminder's home and on outings. The childminder implements her risk assessments to ensure children can play in safety. The childminder has a good knowledge and understanding of safeguarding matters. She keeps her knowledge current by attending training. She knows how to recognise when a child may be at risk of harm and has details to hand of the referral process.

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

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

- encourage children to take responsibility for tidying the play area to provide more space for the next activity
- strengthen planning to focus more closely on children's individual development.

## Setting details

<b>Unique reference number</b>	EY400342
<b>Local authority</b>	Dorset
<b>Inspection number</b>	10125690
<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>	2 to 9
<b>Total number of places</b>	5
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	30 January 2015

## Information about this early years setting

The childminder registered in 2009 and lives in Wyke Regis, near Weymouth. She operates all year round from 8am to 6pm, Monday to Friday. The childminder holds a diploma in childcare and education at level 3.

## Information about this inspection

**Inspector**  
Anne Mitchell

### Inspection activities

- The inspector observed the children at play and the interactions between the childminder and the children.
- The childminder talked to the inspector about children's progress, her safeguarding knowledge and about her professional development.
- The inspector spoke to the children at appropriate times during the inspection.
- Parents left letters for the inspector, giving their views about the service the childminder provides.
- The inspector looked at documentation relating to the childminder's training and suitability.

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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