

Childminder report

Inspection date: 3 March 2020

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

What is it like to attend this early years setting?

The provision is good

The childminder has a very calm and relaxed manner and, as a result, children settle quickly. Children's individual care and learning needs are at the centre of all she does, in an exceptionally warm, well-resourced and homely environment. Children are imaginative and creative. They express themselves through song, art and role play. Younger children wait patiently for the older children to gather the resources they need for singing sessions and they all work together as a team in parachute games. This contributes to their exceptionally high levels of self-esteem and sense of belonging.

Children are cherished and closely supported by the extremely attentive childminder. She ensures children are highly independent and know the house rules and boundaries. Children use cutlery to confidently prepare a healthy snack, know where to find plates and cups and set the table collaboratively. They swiftly remind the childminder that they need to wash their hands before eating, showing they are remarkably secure in the familiar routines. Children feel completely safe and secure, demonstrated by their exemplary behaviour. They reach out to the childminder for cuddles, completely confident that their needs will be met.

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

- The childminder interacts with children effectively and makes good use of opportunities to extend their interests and individual needs. For instance, she supports the youngest children to develop their muscles as they use crayons to make marks and group the crayons by colour into pots, while simultaneously encouraging older children to use paint and brushes, to decorate wooden spoons as dragons.
- The childminder knows the children well and uses her observations of children's achievements to provide a well-balanced curriculum. She assesses children's learning and development regularly to support them to make good progress by outlining next steps in their learning. The childminder shares this information with parents to extend children's learning at home. However, at times, some of these next steps are not precise enough from when children first start to support children to make even greater progress where possible.
- Partnerships with parents are strong. The childminder informs parents about children's achievements and talks to them daily about what children have done. Parents are highly complimentary about the care their children receive.
- Close and caring relationships are evident. Children invite the childminder to join in with guessing the different parts of the cars they have drawn, using their superb communication skills.
- The childminder provides children with the experiences and skills that they need to become well-rounded citizens. For example, even young children are taught

to take pleasure in helping others as they help to tidy up and learn that everything has its place. The childminder belongs to a network of local childminders. They share ideas on activities for children from their own customs and celebrations. This helps children to get a first-hand understanding of people, places and religions beyond their own family and community.

- The childminder supports babies exceptionally well with their emerging physical development. She provides them with the opportunities, space and equipment to practise their growing mobility skills. For instance, the childminder cleverly positions resources and activities to help babies strengthen their core stability. Babies stand comfortably with older children when engaging in planned activities. As a result, they are engrossed in their learning and delight in using equipment to draw, paint and manipulate dough. The childminder places a great importance on making sure that babies have the same rich experiences she provides for the older children.
- The childminder is keen to improve her professional knowledge and identifies relevant areas to improve children's experiences. She works closely with her local authority team and carries out relevant training. She seeks out courses that will support the well-being of the children in her care. For example, she carried out training recently on behaviour management to help children understand how to manage their feelings.
- The childminder does not make the best possible use of self-evaluation systems to focus more precisely on improvements to her practice that particularly benefit children's future learning and development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that her knowledge of child protection, including wider safeguarding issues, is updated through regular training. She understands the actions to take should she have any concerns about a child's welfare. The childminder updates her safeguarding policies and procedures when she receives new information. She ensures that she shares her policies and procedures with parents. The childminder removes any hazards in her home and plans her outings carefully. Children learn to keep themselves safe, for instance, they help to tidy away toys to avoid tripping.

What does the setting need to do to improve?

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

- ensure that children's next steps are precise enough to support them to make even greater progress where possible
- enhance self-evaluation systems to focus more sharply on making future changes to the provision that particularly benefit children's learning.

Setting details

Unique reference number	EY239371
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10125518
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 4
Total number of places	6
Number of children on roll	8
Date of previous inspection	16 March 2015

Information about this early years setting

The childminder registered in 2003. She lives in Somerford, close to the centre of Christchurch. The childminder operates all year round from 7.30am to 6pm, Tuesday to Thursday and 7.30am to 1pm on Friday. She provides funded early education for children aged two, three and four years. The childminder has an early years qualification at level 3.

Information about this inspection

Inspector

Rachel Cornish

Inspection activities

- The inspector viewed all areas of the premises used for childminding.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector took account of parents' views by reading their written comments.
- The inspector viewed a range of documentation, including children's records, policies and procedures.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2020