

Childminder report

Inspection date: 6 May 2021

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	Requires improvement
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What is it like to attend this early years setting?

The provision is good

Children settle well as they feel safe and secure in the childminder's care. They are keen to explore the wide range of activities available to them, indoors and outdoors. Children show confidence as they ask for specific activities, knowing that the childminder will respond. For example, after joining in with acting out a favourite story, they ask to use the paints. The childminder has these easily accessible and shows a keen interest in the colours that the children choose and the patterns they make. The childminder skilfully identifies how she can extend children's individual learning during their chosen activity, for example when encouraging older children to remember what happens when they mix certain colours together.

The childminder had a period of closure during the COVID-19 (coronavirus) pandemic. She continued to communicate with children and parents during this time, and quickly reassessed children's development on their return. She identified that some children required extra reassurance to join in with some activities with their friends. The childminder provided activities that helped children to develop confidence and build social skills. She remains quick to notice when someone may need a hand to hold or a cuddle to help them give a new experience a go.

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

- Children show confidence in using language. The childminder constantly introduces children to new words as they play, using well-planned activities to help children to understand what they mean. For example, they learn about the difference between dark and light, as they play in the bear cave they have built using cushions from the sofa. However, occasionally, the childminder does not take enough action to help children pronounce letters and sounds clearly.
- The childminder recognises the importance of storytelling and developing children's interest in books. All children cuddle around the childminder, listening intently as she reads to them. They show how well they know the story as they join in with the repeated words and sentences and help the childminder to set out the equipment to act out the story. 'What comes next?' the childminder asks, helping children to recall what they have learned and concentrate.
- The childminder updates her knowledge through training opportunities and accessing online resources to increase her skills. She uses these well to support the individual needs of children she cares for and to help them all make good progress. For example, she learns about the types of physical exercises she can do with children to support their early mobility.
- Children learn how to keep themselves healthy. They proudly point out their own hand towel in the bathroom and explain that they have to wash their hands before they eat as they might be 'yukky'.

- The childminder uses her observations of children effectively as they play, to help her plan for their next steps. For example, when children join in with an activity that requires them to stick pictures onto paper, the childminder recognises that some children need more time to practise using small tools such as the glue stick.
- The childminder establishes good relationships with parents. She provides them with plenty of information about children's experiences and routines. During the COVID-19 pandemic, she has shared more information electronically. This has led to parents sharing more information with her about children's experiences at home, which she then uses when planning activities with children.
- The childminder is aware of other settings children attend and asks parents about children's experiences within these. However, she does not gather sufficient information from these other settings to ensure she is fully aware of children's progress or next steps so that planning for their future progress is consistent.
- Children are kind and considerate as they play together. They are very polite and learn how to behave appropriately due to the consistent and calm approach of the childminder, who acts as a positive role model. For instance, she gently intervenes to support two younger children as they use the bricks to build a tower, encouraging them to value the skills they each have, to help them achieve the result they want.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to keep children safe. She keeps her knowledge of safeguarding procedures up to date through training and research. She follows effective procedures to help ensure that she is able to respond to any child protection concerns promptly. The childminder ensures she always supervises children well. She gives good consideration to how she can help children to stay safe when in her home. She completes thorough risk assessments to help ensure that outings, and trips in her vehicle, are safe.

What does the setting need to do to improve?

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

- implement strategies that help children to pronounce their words more clearly
- link closely with other settings children also attend, to provide more consistency when supporting children's learning.

Setting details

Unique reference number	EY559136
Local authority	Dorset
Inspection number	10100825
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 6
Total number of places	6
Number of children on roll	8
Date of previous inspection	11 March 2019

Information about this early years setting

The childminder registered in 2018 and lives in Corfe Mullen, Dorset. She operates all year round from 7.30am to 6pm, Monday to Friday. The childminder receives funding to provide free early education for two-, three- and four-year-old children. The childminder holds early years professional status.

Information about this inspection

Inspector

Samantha Powis

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector spoke to parents and took into account the written statements from parents, which detailed experiences the families benefit from.
- The inspector observed and joined in with activities and spoke to the children at appropriate times as they played.
- The inspector sampled some documentation used by the childminder to support children's well-being.
- The inspector spoke to the childminder about the activities and learning opportunities she provides and how these support individual children's development.

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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