

Childminder report

Inspection date: 19 May 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy and content. They enjoy learning and confidently explore the easily accessible resources indoors and outdoors. The childminder knows children well. She considers what she wants the children to learn and the best way to help them move on to their next learning steps. Children enjoy fun and stimulating activities, which the childminder uses well to help them make good progress in their individual learning and development. They develop good physical skills as they learn to use a wide range of tools, which challenge their differing abilities. For example, children experiment with chalks to make marks and pictures on the path. The childminder skilfully provides tools which she knows will build on children's current physical abilities to extend their learning well. Children show consideration towards each other as they share and take turns in their play.

The childminder had a period of closure during the COVID-19 (coronavirus) pandemic. She continued to communicate with children and parents during this time. For example, she gave parents suggestions of activities to do at home with their children. When children returned to her setting, she quickly identified that changed routines for outings unsettled some children. The childminder adjusted her procedures and provided lots of reassurance to help children gain confidence in new situations.

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

- The childminder links closely with outside agencies so that children get the support they need to catch up. She works extremely well with other professionals to plan for children's specific needs and develop individual education plans. This provides consistency for children's care and helps to support their learning.
- The childminder recognises the important role she has in helping children to acquire and use language. She continually models language and introduces new words to successfully build on children's vocabulary. For example, children happily talk about the smells of the herbs and lemon slices as they create their lemonade in the outdoor kitchen. However, on occasions, the childminder does not wait for children to think about what they want to say. She answers questions for them, without allowing children time to express their own thoughts and ideas.
- Children build positive relationships with the childminder, which helps them to feel safe and secure. Children benefit from the childminder's calm and gentle interaction and they learn to behave well. They show good levels of confidence as they learn to do things for themselves. For example, they happily wait their turn to select their fruit and pour their drinks at snack time. This develops their self-help skills and prepares them for the future as they learn to respect each

other.

- Children enjoy books. For example, they eagerly cuddle up to the childminder to listen to a familiar story and enjoy using the puppets to act out the story. The childminder understands the children's differing abilities to listen and successfully adapts the story so that all children can be included. For example, she provides sensory toys and activities to keep children engaged and involved. However, at times, she does not consider how she could further extend this to involve children in songs and rhymes in order to develop their learning further.
- The childminder has strong relationships with parents. During the COVID-19 pandemic, the childminder has shared more information electronically. Through this, the parents communicated more information with her about children's achievements at home, which has helped her to plan activities for children that closely reflect their learning needs.
- Children have good opportunities to build on their physical skills. The childminder offers challenging play activities in her garden. For example, children develop their balance and coordination skills on the stepping blocks. The childminder stands close by to offer reassurance and a helping hand if needed. Children beam with excitement as they manage to climb onto the highest step, showing that they are proud of their achievement.
- The childminder continually reflects on ways that she can improve her provision and develop her knowledge. For example, she has improved the storage of books to encourage children to access books more independently.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her child protection knowledge up to date through training and accessing her local authority information for any changes. She is clear of her responsibility to keep children safe. The childminder knows the signs that may indicate that a child is at risk of harm and how to report concerns about children's welfare. The childminder supervises children well. She carries out regular risk assessments to identify and remove any potential hazards to children in order to help keep them safe.

What does the setting need to do to improve?

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

- provide children with time to process their thoughts in order to enable them to respond to questions and communicate their ideas
- implement strategies to encourage children's interest in sounds, songs and rhymes further.

Setting details

Unique reference number	EY557877
Local authority	Dorset
Inspection number	10190417
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 5
Total number of places	4
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018 and lives in the Chickerell area of Weymouth. The childminder is available to care for children Monday to Friday from 7.30am until 6pm, all year round. The childminder holds a childcare qualification at Level 3. She provides funded early education for children.

Information about this inspection

Inspector

Dinah Round

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken this into account in her evaluation of the setting.
- The childminder and the inspector completed a learning discussion. The childminder talked about the activities she plans and how they support children's learning and development.
- The inspector looked at all areas of the premises that are used for childminding.
- The inspector observed the quality of care and teaching and assessed the impact that this has on children's learning and development.
- A range of documentation was reviewed, including training certificates and policies and procedures.
- The inspector talked to children at appropriate times during the inspection.
- Parents' views about the childminder's setting were taken into account by the inspector.

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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