

# Childminder report

---

Inspection date: 8 June 2021

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

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

### The provision is good

Children thrive in the care of the childminder and her assistants. They are happy, settled and share warm and close relationships with adults and children alike. Children of all ages play well together. They share books and enjoy listening to stories as they talk about the pictures and characters, turning the pages of the book carefully.

Children do most of their learning outside. They have a wide range of opportunities to develop good physical skills and learn about the world. Younger children practise climbing up the steps and go down the slide. Older children develop good coordination as they throw, kick, and catch balls. The childminder and her assistants get to know the children well. The childminder plans a broad curriculum, which supports children to make good progress. Children are well prepared for the next stage in their learning, including starting school.

The childminder has remained open during the COVID-19 (coronavirus) pandemic. However, at times some children were unable to attend. The childminder continued to communicate with and support families during this time. She provided activities for the children and parents to complete together at home. The childminder has monitored children's learning throughout and quickly reassessed children's development on their return. She remains focused on supporting children in their social development and supporting their emotional needs.

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

- Children are inquisitive learners and explore the childminder's home and garden with curiosity and enthusiasm. They learn to say 'hello' in different languages as they join together for group time to sing songs and rhymes. They actively learn about caring for the tortoises as they feed them and brush their shells. They learn about what they eat and how to handle them carefully.
- The childminder and her assistants support children well to develop good social skills. Children learn to be kind and respectful of one another as they share resources and take turns. Older children brush dust from the hands of younger children when they trip in the garden and place a reassuring arm around their shoulder. Children's behaviour is good.
- The childminder uses self-evaluation successfully to identify areas for improvement and ensure positive outcomes for children. For example, she has developed a covered area outside so that children can choose to play outside all year round if they wish to. This supports children's personal development and well-being with more opportunities to develop self-confidence, independence, and self-esteem.
- The childminder plans activities with what she wants children to learn in the

forefront of her mind. Overall, children take part in a broad range of activities and learning experiences, which they enjoy. During a planned activity, children have good opportunities to develop their mathematical knowledge as they learn about shape. However, children are not encouraged to count, match, and sort shapes to extend their learning further.

- Occasionally, the childminder does not use the information from her observations of the youngest children effectively, to plan even more precisely, so all activities keep all children fully engaged.
- The childminder recognises the importance of good partnership working with parents. She ensures there is good communication between herself and the parents and provides them with plenty of information about their children's experiences and routines. Parents comment that their children are super excited to attend the childminder's.
- The childminder promotes children's good health well. Children enjoy a wide range of healthy snacks and meals and they follow good hygiene routines.
- The childminder supports her assistants effectively to develop their skills and knowledge. She provides them with regular opportunities to discuss the progress their key children make. As a result, the assistants know how to complete ongoing assessments of children's learning and make effective use of these to plan children's next steps.
- Children have good opportunities to develop their knowledge about the world. For example, they learn about life cycles as they watch chicks hatch from eggs and caterpillars turn into butterflies.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of her role and responsibilities to keep children safe from harm. She has good knowledge of child protection issues, including the wider aspects of safeguarding, and knows what to do if she has a concern. The childminder ensures that her assistants keep their safeguarding knowledge up to date and are confident of the procedures to follow if they have a safeguarding concern. The childminder and her assistants carry out daily risk assessments to ensure that the premises are safe and suitable for children to use.

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

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

- develop further strategies to encourage children to count, sort and compare size
- use observations of younger children's learning more effectively to better inform planning so that all activities consistently engage them.

## Setting details

<b>Unique reference number</b>	2508673
<b>Local authority</b>	Dorset
<b>Inspection number</b>	10191506
<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 at time of inspection</b>	1 to 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	12
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2018. She lives in Motcombe, Shaftsbury, Dorset. The childminder provides care from Monday to Friday for most of the year. She works with two assistants.

## Information about this inspection

### Inspector

Michelle Heimsoth

### Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken this into account in the evaluation of the setting.
- The childminder led the inspector on a 'learning walk' and explained how she organises the curriculum.
- The inspector and childminder observed the children engaged in activities and completed a follow-up discussion about children's learning and development.
- The inspector spoke to the childminder's assistants and children throughout the inspection.
- Children and parents share their views of the setting with 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.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2021