

Childminder report

Inspection date: 8 June 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 enjoy the time they spend with the childminder, as they feel safe and secure in her care. They are eager to explore the wide range of activities available to them and show confidence as they select their resources. For example, children have fun as they pretend to be firefighters and cooperate together to put out an imaginary fire. The childminder joins in with the children's play to help them learn about potential risks in the environment and how to keep themselves safe. Children show consideration towards others. They understand that they need to share and take turns. For example, they remind each other to be 'sharing and caring' in their play. The childminder provides an inclusive provision where all children feel valued and respected.

The childminder had a short period of closure during the COVID-19 (coronavirus) pandemic. She continued to communicate with children and parents during this time, for example by offering ideas for activities that parents could do at home with children. Some children returned to her setting sooner than others. The childminder identified that children still at home were feeling a little isolated. She sent messages and set up video calls between herself and the children, which helped to support children's emotional well-being.

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

- The childminder knows the children well. She uses this knowledge effectively to support children's individual needs and to help them all to make good progress. For example, she provides specific activities and additional support to help boost children's confidence in group situations. Children show good independence in managing their self-help skills, which helps to prepare them well for the next stage in their education.
- 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 communication skills. For example, some children speak confidently in their home language and in English during their play. The childminder includes songs and rhymes in children's home language and in English to skilfully develop children's understanding of language further.
- Children have enjoyable and stimulating learning experiences. They have fun exploring the dough as they press, mould and manipulate it with their fingers. The childminder offers various tools, such as shapes to make prints in the dough, to encourage children to experiment further. However, the childminder does not always follow older children's interests and ideas to extend their learning further.
- Children enjoy stories and books. For example, they happily cuddle up to the

childminder and listen intently to their chosen story. The childminder introduces some numbers to help support children's mathematical development. For example, children confidently count the animals and then hold up the same number of fingers to show they understand the number.

- Children take part in a wide variety of outdoor play experiences to support their physical development. This means that they get plenty of fresh air and exercise. However, at times, the childminder has too much play equipment out in her garden and children are unable to play the physical games they choose. Children enjoy visits to local parks and forests, where they have opportunities to discover new learning experiences.
- The childminder establishes good relationships with parents. She provides them with regular updates about children's experiences and routines through daily discussions and by sharing information electronically. The childminder offers ideas on how parents can support children at home, to help provide continuity in children's learning.
- Children learn how to keep themselves healthy. They know to wash their hands before eating and to clean their teeth afterwards. The childminder teaches children about making healthy food choices. Children proudly explain how the fruit and vegetables they eat make them 'big and strong'.
- The childminder continually reflects on ways to improve her provision, such as updating her knowledge through training. Occasionally, the childminder works with an assistant. She ensures that her assistant understands his role so that children receive consistency in their care.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to keep children safe. She continues to update her knowledge of safeguarding through training and by liaising with her local authority. She is clear of the possible signs that may indicate a child is at risk of harm and knows how to report any concerns to the relevant professionals. The childminder's assistant has completed safeguarding training and is clear of his responsibility to keep children safe. The childminder supervises children well and considers how she can help children to stay safe in her home. She completes ongoing risk assessments to help ensure that any outings with children are safe.

What does the setting need to do to improve?

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

- make better use of children's immediate interests and ideas to help extend their learning further
- review the outdoor environment to allow children greater opportunities to take part in physical play experiences and continue their learning outdoors.

Setting details

Unique reference number	EY555163
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10174914
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	2 to 7
Total number of places	5
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 Bournemouth. She operates all year round from 6.30am to 7pm, Monday to Sunday. The childminder is registered to provide overnight care. She has qualified teacher status.

Information about this inspection

Inspector

Dinah Round

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in her evaluation of the setting.
- The childminder explained how her early years provision is organised.
- A discussion was held with the childminder about how she supports the children's learning and development.
- The inspector spoke to the children at appropriate times during the inspection.
- A range of documentation was reviewed, including evidence of suitability checks and paediatric first-aid qualifications.
- The inspector took account of parents' views about the childminder's setting.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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