

# Childminder report

---

Inspection date:

28 June 2021

---

## **Overall effectiveness**

---

## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Good**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Not applicable

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

### The provision requires improvement

Children are happy in the childminder's care and form warm and loving relationships with her. The childminder works with parents of new children starting to meet children's care needs and routines consistently. This helps these children to settle in and feel safe and secure. Children move around choosing toys and know where to find their favourite activities. However, the play area is often cluttered with scattered toys and some children cannot reach what they want to play with and some stumble and trip over toys. While children do not hurt themselves, at times this restricts their exploration and motivation to learn.

The childminder is clear about what she intends children to learn next and plans a range of activities to encourage these areas of development. However, she does not support children consistently well in some of these activities to help them learn more. She asks children questions about shape and size and to name objects when they roll toys down a large tube and play with imaginative toys. However, she does not always allow them time to think and respond to questions. This does not help to build on their thinking and language skills further.

The childminder has kept her provision open throughout the COVID-19 (coronavirus) pandemic and adapted her practice consistently to keep children and families safe. She keeps parents informed of their child's care, well-being and activities through discussions with them each day.

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

- The childminder observes and assesses children's learning effectively and identifies focused areas for them as next steps in their learning. She provides some challenge in children's play. However, this is not consistent, and she often provides the answers to her questions or does not follow up on challenges to help children learn more. For example, she asks older children mathematical questions when they build towers with blocks but does not follow up on questions to build on their learning.
- Children benefit from regular activities in the community to broaden their experiences, develop their social and physical skills and to learn about the world. For example, they visit the forest, park, beach, local National Trust sites and farm parks.
- Children develop some skills to support their future move to school. They develop an interest in books which they read with the childminder to encourage their literacy. Children learn to manage tasks for themselves efficiently and to overcome challenges well. For example, children tell her, 'I can't', when struggling to build models and to draw. The childminder encourages them to persevere until they succeed happily.

- The childminder helps children to develop good social skills and behaviour. She is patient and consistent, providing the younger children with clear guidance to help them learn what is expected of them. Older children share well and treat the younger children with kindness.
- Children develop healthy lifestyles. They enjoy healthy meals, regular physical play and learn good personal hygiene routines, such as washing their hands before meals. The childminder keeps the play equipment clean and removes anything that children have put in their mouths, to sanitise.
- The childminder completes risk assessments to keep children safe in her home and on outings. She teaches children how to keep themselves safe from a young age. For example, children learn not to climb on equipment, to sit and eat at the table and how to manage the stairs safely. However, she does not always keep the play area free from tripping hazards to prevent any falls.
- The childminder values partnerships with parents and keeps them informed each day of their child's care and activities. She uses an electronic assessment system to keep parents informed of their child's development and encourages their contributions. However, she does not always update parents on the children's next steps for learning to allow them to build further on their child's learning at home.
- The childminder values professional development. She ensures all required training is kept up to date and follows the government guidance regarding the COVID-19 pandemic. The childminder evaluates aspects of her provision to make improvements. For example, she has developed more child-led play to support children's personal interests and enjoyment further and uses professional websites to gain further ideas for good practice.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her child protection responsibilities and how to safeguard children's welfare. She attends training and keeps up to date with new guidance. This helps her to understand the wider safeguarding issues and risks to children, including the signs they may be at risks of harm and what action to take in the event of any concerns. The childminder maintains secure environments for children and has procedures in place to keep children safe when on outings with her.

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

**To meet the requirements of the early years foundation stage, the provider must:**

	<b>Due date</b>
--	-----------------

improve the use of planned activities and challenges for children to help them make better progress in their communication and language skills and next steps for learning	26/07/2021
ensure play spaces do not become cluttered to help children to choose and explore more freely and safely.	12/07/2021

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

- share more information with parents regarding the next steps planned for children's learning to support their development further at home.

## Setting details

<b>Unique reference number</b>	EY559313
<b>Local authority</b>	Dorset
<b>Inspection number</b>	10190330
<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>	0 to 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2018. She lives in Poole, Dorset. She offers care from 7am to 6pm, Monday to Friday. The childminder receives funding to provide free early education for children aged four-years old. She holds a relevant qualification at level three.

## Information about this inspection

### Inspector

Bridget Copson

### 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 their evaluation of the setting.
- The childminder completed a learning walk around her home and explained how used this to meet children's needs and deliver the curriculum.
- The inspector observed activities and the quality of the childminder's interactions with the children. She discussed the effectiveness of two activities with the childminder.
- The inspector sampled the childminder's documentation and discussed her knowledge of the requirements of the early years foundation stage.
- The inspector took account of parents' views.

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