

Childminder report

Inspection date: 2 July 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 have warm and affectionate bonds with the kind and caring childminder. They are happy and relaxed in her care. Children are motivated to learn. They play together cooperatively, building relationships, and try new activities. Younger children take part in group games with the childminder. For instance, they match pictures on to their own picture board. The childminder talks to them about the pictures they can see and praises them when they find a match. Children enjoy the childminder's praise, which helps support them to become confident learners.

Children show a strong sense of belonging. They proudly show photographs of themselves and their families and confidently choose what they wish to play with. Older children politely ask the childminder for help to get more resources down which are stored out of reach of younger children. The childminder creates a well-organised environment that supports the needs and interests of children of different ages and abilities.

Since the COVID-19 (coronavirus) pandemic, the childminder has adapted her hygiene routines effectively. For example, children wash their hands before they start to play with the toys, and she sanitises toys after they have played with them.

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

- The childminder observes and assesses children continually. She uses this information successfully to plan for children's learning. The childminder organises activities that will build on their interests and next steps in learning and development. Children are provided with a good mixture of play and learning opportunities across the curriculum.
- The childminder creates an interesting and stimulating outdoor environment which helps to promote children's curiosity and interest. Younger children have opportunities to develop and practise their physical skills, for instance by throwing, rolling and catching a ball. They investigate toy bugs with tongs and magnifying glasses to enhance their exploratory skills. In the indoor environment, older children skilfully hammer small tacks into a cork board to create a picture.
- In general, the quality of teaching is good. The childminder introduces early mathematical concepts into everyday activities. Children learn to count, match and group items together. She introduces mathematical language such as 'long', 'short', 'bigger' and 'smaller'. However, at times, the childminder does not question children effectively or wait for them to respond before asking further questions to help extend their learning.
- Although parents do not come into the childminder's home due to the pandemic, they share information during daily doorstep discussions. The childminder

communicates via text messages and an online system so that she can work together with parents to support children's all-round development. Parents speak highly of the childminder and comment on her home-from-home provision. They say that she is kind and caring towards their children.

- The childminder has a positive attitude towards making improvements to her practice. She keeps her core training up to date, such as first aid and safeguarding. Following recent training on planning, the childminder has improved the range of natural activities she provides to help encourage children's curiosity and imaginations.
- Children's care needs are met effectively. The childminder follows children's individual routines so that they rest and sleep as they need to. At snack time, children delight in safely chopping their own fruit, which helps to build their confidence and self-esteem to do things for themselves. The childminder creates social occasions as children sit together at lunchtimes. She encourages them to talk about the food they are eating and their plans for the weekend. Children have plenty of opportunities to develop their communication and language skills.
- The childminder works well with other childminders in the local area. Together they visit a range of local groups and outdoor activities. Children enjoy opportunities to mix in larger groups and create meaningful friendships with other children. This supports their social skills and helps them to develop a sense of their wider community.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a strong understanding of child protection issues and of her safeguarding responsibilities. She knows who to contact should she have a concern about children's welfare. The childminder is familiar with local safeguarding procedures for dealing with allegations against herself or a member of her household. She understands the signs and symptoms that may indicate children are at risk of harm, including from radical and extreme views. The childminder has secure procedures in place for managing accidents, including administering first aid and reporting accidents to parents.

What does the setting need to do to improve?

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

- ensure the quality of teaching is consistent, particularly allowing children enough time to respond to a range of questions and to express their ideas.

Setting details

Unique reference number	2506674
Local authority	Dorset
Inspection number	10191694
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 8
Total number of places	4
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Dorchester, Dorset. She operates Monday to Friday from 7am to 7pm throughout the year. The childminder has completed a level 3 childcare qualification.

Information about this inspection

Inspector

Rachel Cornish

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 provision.
- The childminder showed the inspector the areas of her home that children access. They discussed how the childminder organises her setting and plans the curriculum and experiences for children.
- The childminder shared a sample of documents with the inspector. This included evidence about training and the suitability of those living on the premises.
- The inspector observed children and the childminder taking part in activities and assessed the impact this has on children's learning. The inspector and the childminder reflected on a learning experience for children.
- During the inspection, the inspector spoke to and interacted with the children.
- The inspector took account of the views of parents from a telephone conversation and written feedback.

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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