

Childminder report

Inspection date: 12 July 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

Children are extremely safe and happy in the childminder's warm, caring setting. They eagerly arrive and quickly settle in. They play with a range of toys that are inspiring and stimulating, which the childminder selects very carefully with their interests in mind. For example, as vehicles are a current favourite, activities with traffic lights and lots of cars are set out for children's arrival. Children share toys and behave very well. The childminder is an excellent role model. Children have a very strong bond with her, going to her for help and support when needed. The childminder regularly gives them lots of encouragement and praise when they achieve things themselves, such as using the potty and washing their hands, which makes children feel very proud.

Since the COVID-19 (coronavirus) pandemic began, parents no longer enter the setting, instead dropping and collecting children at the door. The childminder ensures that she still has excellent communication with parents by sending daily messages informing them about the children's day and termly newsletters. She has also shared activity ideas to help families during periods of national lockdown. Parents share information with the childminder of what their children have been doing at home, helping to ensure consistency in children's care and learning. Parents are extremely happy with the care the childminder gives their children and say that she goes 'above and beyond' their expectations.

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

- The childminder supports children's language development well. For example, she regularly reads a range of books, exposing children to new vocabulary. She listens intently when children speak and clarifies what they have said, modelling how to correctly pronounce words.
- Parents feel very supported by the childminder. They have complete trust in her and cannot praise her highly enough for how she supports their children in the setting and at home. For example, they talk of how she has supported them through their children's potty training, tricky behaviour and forming better sleep patterns. She gives them ideas of how they can further the learning the children have been doing with her. She has excellent partnerships with parents and has excellent links with other settings that children attend.
- The childminder knows the children very well. She gains information from parents before children start so that she can learn about their experiences and interests from home. The childminder knows where to focus children's learning. She follows their interests closely when planning and doing activities with them. For example, when looking at a classic story, they try porridge and learn simple maths by scooping dry porridge into three separate bowls. However, she does not always keep the activities moving quickly enough in order to keep children's

interests and, therefore, can miss learning opportunities for the children. Despite this, children are making good progress.

- Children are given a rich range of opportunities to explore their local environment and understand the world around them. For example, the childminder regularly takes them out on walks and trips to local parks, gardens and toddler groups, when restrictions allow.
- Children learn about healthy lifestyles very effectively and develop their physical skills in a fun way. The childminder supplies a variety of healthy snacks and sensitively encourages the children to try new foods and textures. This is particularly successful for those children who are reluctant to try new things. She discusses and supports children's healthy eating with parents. She inspires and engages children in regular exercise. Children enjoy singing a special song when washing their hands, to ensure they are fully clean.
- Children are well supported to take appropriate risks and challenges, and are encouraged to be highly independent. For example, children confidently climb up the slide, independently pour water from glass jugs, cut up their own fruit with a knife and put on their own waterproof clothing and shoes when it is time to go outside.
- The childminder is very reflective of her practice and ensures that she stays up to date with current knowledge by attending training courses, speaking to other professionals and peers, and watching webinars. She uses this knowledge to reflect on her setting and make changes if necessary. For example, she has recently changed her playroom, offering a reduced but carefully chosen selection of toys and taking bright and busy posters down. She has noticed that children now play in a more focused way in the calmer environment.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an excellent knowledge of safeguarding and child protection procedures. She keeps herself up to date with any changes and updates policies accordingly. She knows the signs and symptoms to look for that may be a cause for concern, and who to contact if necessary. Children practise safe fire evacuation procedures regularly so they know what to do in case of a fire. The childminder's first-aid training is up to date and she has ensured that suitability checks have been done for all people over 16 years of age living in the household. Children are very safe in the childminder's care.

What does the setting need to do to improve?

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

- continue to develop the quality of teaching even further by interacting in planned activities more effectively in order to maintain children's interests and

maximise their learning.

Setting details

Unique reference number	EY314432
Local authority	Dorset
Inspection number	10125590
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 7
Total number of places	6
Number of children on roll	6
Date of previous inspection	12 February 2015

Information about this early years setting

The childminder registered in 2005. She lives Gillingham, Dorset. The childminder receives funding to provide early years education for children aged two, three and four years. The childminder holds early years professional status.

Information about this inspection

Inspector

Joanne Neenan

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector observed the childminder and children interacting inside and outdoors.
- Parents spoke to the inspector about the setting.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector checked suitability checks for the childminder and all household members.
- The childminder and inspector discussed activities and learning intentions for the children.

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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