

Childminder report

Inspection date:

16 September 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Requires improvement

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 build positive relationships with the childminder and each other. When children first start, the childminder finds out about their individual needs and care routines. She uses the information well to settle children quickly. However, she does not always focus on children's individual stage of development fully, to support them to make good progress across all areas of learning.

Children have fun as they explore the musical instruments. For example, they happily move and shake the tambourine and bells, fascinated to hear sounds they create. The childminder extends the activity to develop children's attention and listening skills appropriately. For example, she sings songs and rhymes and young children happily join in with accompanying actions.

The childminder had periods of closure during the COVID-19 (coronavirus) pandemic. During this time, she kept in regular contact with parents and their children to help support the children's personal, social and emotional development. When she returned to childminding, she reviewed her practices, such as hygiene routines, to help to protect children's health and safety. Overall, the childminder has documentation in place to support children's needs. She has positive relationships with parents and keeps them well informed about their children's care and development.

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

- The childminder gets to know the children well and assesses what they can do and their capabilities. She recognises that children who are new to her setting require extra reassurance and provides cuddles to help them feel safe and secure. Children benefit from the childminder's kind and caring manner, which supports their emotional well-being effectively.
- Young children show developing confidence and curiosity. They are reassured that the childminder is nearby. However, the childminder does not always support babies' physical development fully. For example, at times, she does not encourage babies to move freely, as she frequently holds them when they want to move away and discover their surroundings. The childminder promotes healthy eating habits and behaviours, such as regular handwashing routines and offering fresh fruit at snack times. She finds out about children's individual dietary needs and follows younger children's feeding routines. As a result, babies quickly settle for their morning nap after their bottle of milk and a cuddle.
- The childminder interacts with babies warmly, using facial expressions and smiles to help support their early stages of communication. Babies join in and respond with giggles and smiles. On occasions, the childminder does not support children's communication and language fully. For example, she does not

routinely introduce new words as children play, for example during a play dough activity, to help build on their developing vocabulary. All children can access books easily. However, the childminder does not provide books that are geared to babies and toddlers, for example, to help foster an interest in books from a young age.

- The childminder helps children to learn how to manage their behaviour. For example, she develops 'golden rules' with the children, reminding them of the importance to share, be kind and think about the needs of others. The childminder balances her attention well to ensure that all children feel valued and included.
- Children enjoy opportunities to play and explore outdoors. For example, the childminder takes them on trips to local parks and the library to provide them with different learning experiences.
- The childminder ensures a regular two-way flow of information with parents. The parents talk positively about the childminder's provision. For example, they say that receiving photos of their children regularly informs them about their children's day.
- The childminder recognises the importance of reflecting on her practice to help her identify areas for improvement. She has recently updated her paediatric first-aid certificate to keep herself up to date with first-aid procedures. However, she does not ensure that all required documentation is maintained as she does not record all children's hours of attendance. The childminder links with her local authority adviser for support and advice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her safeguarding knowledge up to date. She is clear of her responsibility to keep children safe. The childminder knows the signs that may indicate a child is at risk of harm and how to report concerns about children's welfare. The childminder continues to risk assess areas used by the children to enable her to identify and remove any potential hazards, to help keep children safe.

What does the setting need to do to improve?

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

	Due date
maintain a daily record of the names of the children being cared for on the premises, and their hours of attendance.	19/09/2021

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

- allow babies to move freely and gain independence, to help them to develop their physical skills further
- make the most of opportunities to build on young children's developing vocabulary and communication skills, to support their language development.

Setting details

Unique reference number	EY558800
Local authority	Dorset
Inspection number	10190176
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	0 to 8
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 Dorchester. She offers care Monday to Friday during term time only. The childminder has a level 3 early years qualification.

Information about this inspection

Inspector

Dinah Round

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 (coronavirus) 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 showed the inspector the premises and discussed how she ensures it is safe and suitable.
- The childminder led the inspector on a learning walk and explained how her early years provision is organised.
- A discussion was held with the childminder on 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 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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