

# Childminder report

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Inspection date: 21 October 2021

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### **The provision is good**

Children are very happy and settled in the childminder's care. They form warm and loving relationships with her, sharing smiles and laughter together. The childminder has high expectations of children's behaviour and is a positive role model for them to learn good social skills. Children behave well. They are polite, saying please and thank you without prompt, and listen well to the childminder's clear instructions. Children learn about the importance of keeping themselves safe, such as how to hold and use knives to chop food safely.

Children benefit from many activities to support their interests and next stage of development. They are interested and motivated learners who are keen to join in the activities and create their own ideas. For example, children collect natural resources on walks and then combine these with mud and water to make 'something tasty' in their imaginative play outside. They develop good problem-solving skills and learn to overcome challenges.

The childminder has adapted her practice to keep children and families safe throughout the COVID-19 pandemic. For example, she maintains frequent cleaning and handwashing routines and tries to prevent children from putting toys in their mouths.

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

- The quality of teaching is good. The childminder is clear about what she intends children to learn next and plans activities to support these areas of learning. She joins in children's play to keep them engaged and to build further on what children know and can do. For example, she helps children to learn new colours by comparing subtle shades, such as dark pink, red and orange, when they draw rainbows together.
- The childminder monitors and assesses children's ongoing progress successfully from the start. She works closely with parents and the other settings children attend to support children's learning consistently and to help them make good progress.
- The childminder supports children's communication and language skills well. She instigates lots of discussion with children and helps them to learn new words to build their vocabulary. For instance, she teaches children the names of different vegetables, such as aubergine and pepper, and what a 'peeler' is used for when they create games in the play kitchen.
- Children benefit from regular opportunities to learn about the natural environment and diversity in the local community. For example, they take trips to the beach, parks and stream, and meet up with other children to broaden their social development.

- The childminder encourages aspects of children's development in mathematics, such as counting and learning about numbers and how to sequence them. However, she misses opportunities to challenge older children further, such as helping them to understand more about quantity when they measure ingredients and chop fruits in half.
- The childminder helps prepare children for their move to school. For instance, children learn to manage tasks for themselves, how to follow instructions and to recognise their names. They develop good independence skills and confidence in their abilities.
- Children develop healthy lifestyles. They benefit from daily physical activities in the childminder's garden or on outings and walks. They learn about the importance of good personal hygiene and a healthy diet, such as making fresh-fruit smoothies for snack time and growing vegetables in the garden.
- Partnership with parents is good. The childminder keeps parents informed of their children's progress and well-being. Parents share very positive feedback regarding the childminder's provision. They state, for example, that the environment is warm and welcoming for their children. They appreciate how, throughout the pandemic, the childminder has worked with them to support their children's school transition and individual needs.
- The childminder reflects on her provision to make improvements to the quality of children's care and learning. She updates her knowledge and skills, such as completing online training to help her support children's communication and language development.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her safeguarding role and responsibilities. She has a good knowledge of the risks to children and wider safeguarding issues. The childminder ensures she keeps up to date with new guidance and knows the correct procedure to follow in the event of a concern about a child's welfare and safety. She assesses the risks to children in her home and has safety measures in place to protect children from harm. This includes restricting children from activities that are not developmentally safe for them to use.

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

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

- strengthen older children's mathematical skills even further, to help them learn more about quantity in their play.

## Setting details

<b>Unique reference number</b>	2501039
<b>Local authority</b>	Dorset
<b>Inspection number</b>	10204349
<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>	1 to 7
<b>Total number of places</b>	4
<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 2019. She lives in Ferndown, Dorset. The childminder offers care from 7.30am to 5.30pm, Monday to Friday, term time only. She receives funding to provide free early education for three-year-old children.

## 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 tour of her home and explained how she 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 an activity 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 the views of children and their parents.

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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