

# Childminder report

---

Inspection date: 2 November 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**

The childminder provides a safe, warm and welcoming environment for the children. She provides a good range of toys and resources. Children are content and comfortable in the childminder's home. They explore their interests with confidence as they independently choose their favourite toys. Children have daily access to the outdoors. Their learning is extended in the range of outdoor activities provided. For example, children enjoy using pots and pans from the mud kitchen as musical instruments.

Children, including babies, have formed close, caring relationships with the childminder. They consistently seek her out to join in their play or to read books to them. The childminder has a kind and gentle manner. She provides cuddles and reassurance when older children need it or when babies wake from a sleep. Children behave well. They play harmoniously together and form close friendships. The childminder has high expectations and encourages children to use good manners.

The childminder builds good relationships with the families of children who attend. Parents are currently not permitted inside the childminder's home due to COVID-19 restrictions. However, children leave their parents confidently at the door and wash their hands on arrival.

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

- The childminder knows the children well. She monitors their progress over time to ensure that what she offers helps them to continue their learning and development in all areas. The childminder quickly identifies where children need additional support. She is proactive in working in partnership with other professionals and parents to ensure that all children make good progress.
- The childminder gets down to children's level and joins in with their play, and learning. She challenges them well according to their developmental stage. For instance, the childminder encourages children to recognise colours and shapes within the environment. However, occasionally, she does not always allow younger children time to think and answer questions to support their communication and language skills further.
- All children, including babies, explore books which helps them to develop a love of reading from a very early age. The childminder adapts the stories she reads. For example, she names the vegetables in a book. This not only captures babies' interests, but they also relish the close contact with the childminder.
- Children enjoy outings to local places of interest, which enables them to be active and develop a healthy lifestyle. Babies also enjoy daily fresh air. They excitedly babble as they crawl around the garden and investigate leaves, and

small puddles of water. When babies are learning to walk, the childminder ensures they have space to pull themselves up to standing and have access to equipment to use to walk along.

- The childminder takes opportunities to challenge gender stereotypes. For instance, she tells young children that boys can like the colour pink and girls can like blue. The childminder encourages children to be themselves and be accepting of others. She regularly joins other childminders in the local area for joint activities. This gives children the opportunity to develop their social skills and build relationships in a wider context.
- Children learn increasing independence. The childminder supports the children to wash their hands and put on their shoes. She encourages them to use different tools, such as a knife, to carefully chop their banana into slices at snack time and praises them for their achievements. This helps to build their self-esteem.
- Partnerships with parents are strong. Parents speak highly of the care and learning their children receive. They comment favourably about the childminder being 'approachable, warm and professional'. The childminder works with parents to help them to understand how they can support their child's learning. She shares ideas with parents about activities that they can do at home with their child.
- The childminder enjoys her work. She is reflective of her practice and is keen to develop her own knowledge and skills. The childminder networks with other childminders in the local area to enhance her practice and share ideas. She keeps up to date with mandatory training and attends courses offered by the local authority to enhance her knowledge.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder has a secure understanding of how to keep children safe. She is vigilant about the signs that might indicate a child is at risk of harm. The childminder has appropriate procedures in place for reporting concerns about children and adults to the appropriate authorities. She uses risk assessment to ensure that she maintains a safe and secure home for children. The childminder has safety measures in place to prevent any accidents and supervises children well to protect them from harm.

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

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

- strengthen the way questions are used to provide younger children with time to think and reply to questions to support their communication and language development even further.

## Setting details

<b>Unique reference number</b>	2516206
<b>Local authority</b>	Dorset
<b>Inspection number</b>	10207629
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	0 to 8
<b>Total number of places</b>	3
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2019. She lives in Ferndown in Dorset. She is open Monday to Friday, from 7.30am to 6pm, all year round. She provides funded early education for four-year-old children. She holds an appropriate childcare qualification at level 3.

## Information about this inspection

### Inspector

Rachel Cornish

## 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 this into account in their 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 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.
- The inspector carried out a joint observation with the childminder to evaluate the quality of teaching.
- The inspector took account of the views of parents from written feedback provided.
- Discussions were held with the childminder at appropriate times during the inspection.

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