

# Childminder report

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Inspection date: 24 November 2021

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## What is it like to attend this early years setting?

### The provision is good

Children are very happy in the childminder's care. They enjoy wonderful relationships with each other, the childminder, and her partner who works with her as her assistant. The childminder works closely with her assistant to provide a warm and welcoming environment. They provide a good range of resources for children to freely access either indoors or out in the garden. Children develop good communication and language skills. They listen and respond to stories and songs. The childminder introduces words, such as 'fluffy', 'squashy' and 'fuzzy' as babies explore books with different textures.

Children behave very well and show great consideration of others. They play imaginatively and cooperatively together. For example, older children help younger children to collect and line-up toy fire engines so that they are ready to respond to a fire emergency. Babies watch older children's behaviour and begin to copy by pushing buttons and closing lids.

Children show resilience as they adapt to new routines during the COVID-19 pandemic. For instance, children know that their parents do not enter the setting. This helps to limit the amount of close contact that children have with people and helps to keep them safe. Children are ready to wash their hands when they arrive in the morning.

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

- The childminder is clear about what she wants children to learn. She uses this knowledge to provide exciting adult-planned activities across all areas of learning. For example, children learn about colours and sensory play as they explore paint. Older children enjoy making hand prints, while younger children become deeply absorbed in painting pictures of monsters. However, at times, the childminder does not follow through planned activities well enough to ensure that the learning intentions are fully fulfilled.
- Babies seek out the childminder when they need reassurance and comforting. The childminder is quick to respond to them and knows how to support the needs of individual children. This helps all children to have good levels of well-being. They quickly settle, feel secure and are ready to learn.
- The childminder takes prompt action to speak to parents when she identifies concerns. She works closely with other professionals working with children to help close gaps in their learning. However, partnerships with other settings children attend are not so strong. The childminder does not exchange information about children's care or education with these settings. She does not find out what children are learning elsewhere so that she is able to complement this in her home.

- Children have ample opportunities to be active. Daily trips to the park and local places of interests mean that they get plenty of fresh air. Regular music sessions allow children to build on their large-muscle skills and develop a wide range of physical skills. Babies enthusiastically shake bells and tap tambourines. Older children have lots of fun experimenting with slow and fast rhythms, using a xylophone.
- The childminder encourages children to become independent in managing their care needs. She provides a designated place for them to store their personal belongings. Children find their own coats and shoes when they are getting ready to go out. They are content in their independent play. Children make choices about what they would like to play with.
- The childminder supports her assistant well. They meet regularly to reflect on their practice and know how to develop their provision next. For instance, they plan to develop their own garden further, to extend children's physical skills. The childminder and her assistant complete a wide range of training to develop their practice. The childminder shares good practice and ideas with other local childminders.
- Partnerships with parents are strong. They say they that the childminder is 'experienced, calm and sensitive to children's needs'. Parents value the home-from-home environment. They feel reassured that their children are happy and settled. The childminder spends time getting to know the children and their families. She finds out about children's care needs and ensures these are well met.

## Safeguarding

The arrangements for safeguarding are effective.

All members of the household are vetted and suitable. The childminder and her assistant have a clear understanding of their roles and responsibilities in relation to child protection and keeping children safe. The setting is safe, clean and hygienic, and daily safety checks are carried out before children arrive. There are clear procedures in place to keep children safe when they are on outings. The childminder discusses policies and procedures with parents to demonstrate her commitment to the health and safety of their children.

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

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

- strengthen the delivery of adult-planned activities to include all identified learning intentions
- extend the links with other settings that children also attend, to exchange more precise details about children's care and learning.

## Setting details

<b>Unique reference number</b>	141044
<b>Local authority</b>	Dorset
<b>Inspection number</b>	10212880
<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>	0 to 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	10
<b>Date of previous inspection</b>	14 September 2016

## Information about this early years setting

The childminder registered in 1994. She lives in Blandford Forum, Dorset. The childminder is open Monday to Thursday, from 8am to 5.30pm, throughout the year. She holds an appropriate childcare qualification at level 3. The childminder works with her partner, who is registered as her assistant, when needed. She receives funding to provide free early years education for children aged two and three years.

## 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 and the inspector discussed how activities are planned and organised.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- Discussions took place between the inspector and the childminder at convenient times during the inspection.
- Parents shared their feedback and experiences of the setting with the inspector, through discussions and written comments.

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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