

Childminder report

Inspection date: 26 November 2021

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

The provision is good

Children have strong bonds with the childminder and interactions are positive and warm. Children feel safe and protected. The childminder is aware of the impact the COVID-19 pandemic has had on their social opportunities. She understands that they may be anxious when meeting new people. The childminder is gentle and reassuring. Younger children sit on her lap before they build confidence to approach visitors and try to engage them in their play.

The childminder has high expectations for children's learning and behaviour.

Children know the routines and rules of the setting. They learn how to look after their toys and put them away when it is time to stop playing. Older children are quick to respond to adult requests. They are able to meet the challenge to tidy up before the music finishes. Children play cooperatively and share resources. They are kind and considerate to each other.

The childminder has a curriculum that focuses on teaching communication, language and independence skills. Children have lots of opportunities to hear rhymes, share stories and learn new words. Children join in with familiar songs and have favourite books. They point to the pictures and turn the pages as they read a story.

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

- Children make good progress from their starting points. The childminder knows the children well and provides activities that meet their individual needs and interests. She plans experiences to help children develop and practise their emerging skills. For example, older children use tweezers to pick up small objects and younger children try to use their finger and thumb. Children develop pinch and thumb control in preparation for early writing.
- The childminder models language effectively for all children. She introduces new words by commentating on children's play. The childminder uses repetition and correct pronunciation to support children's growing ability to talk. Children copy words modelled by the childminder, such as 'banana' and 'peekaboo', saying the sounds correctly.
- All children concentrate well as they explore the wide range of resources on offer to them. They make decisions about what they want to play with. They are sensitively supported to try something new and praised when they succeed. Younger children touch different textures, such as artificial grass. Older children keep on trying if things do not work out the first time.
- The childminder understands the requirement to complete the progress check for children when they are between two and three years old. She has links with external professionals to discuss any concerns about a child's progress, including if they may have special educational needs and/or disabilities. However, her monitoring systems are not as robust to identify potential gaps in children's

learning more closely.

- Children are active indoors. Younger children develop their physical skills as they crawl, pull to standing and climb. Older children jump up and down to action songs. The childminder takes children on local walks. During regular trips to a nature reserve, children learn about their community and the wider world around them.
- The childminder provides many opportunities for children to practise their self-care and independence skills. For example, during personal care routines, children fetch the items they need and wash their hands by themselves. At mealtimes, children cut their fruit and start to make healthy choices about what they want to eat.
- The childminder uses everyday activities to introduce counting and mathematical vocabulary to children. For example, she counts with children as they collect items needed for nappy changing. Younger children learn to compare amounts, saying 'lots'. Older children sing rhymes and use the correct actions for up and down.
- The childminder has a commitment to her professional development. She uses online courses to further develop her knowledge of how children learn and improve the quality of teaching. For example, she has improved the organisation and variety of books available for children. Children confidently choose high-quality books to share or look at alone.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that her home is clean and secure. She uses suitable measures, such as careful supervision when children are sleeping, to help keep children safe. The childminder has taken appropriate measures to improve her knowledge about safeguarding issues. She has a good understanding of the signs and symptoms of possible abuse, including wider safeguarding concerns. The childminder knows the local procedures for reporting any concerns about the safety and well-being of the children in her care.

What does the setting need to do to improve?

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

- monitor children's progress more effectively, so that potential gaps in their learning can be identified.

Setting details

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| Unique reference number | EY480912 |
| Local authority | Dorset |
| Inspection number | 10214544 |
| 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 9 |
| Total number of places | 6 |
| Number of children on roll | 4 |
| Date of previous inspection | 6 December 2017 |

Information about this early years setting

The childminder registered in 2015 and lives in Ferndown, Dorset. The childminder offers care Monday to Friday from 7am to 6pm. She provides care all year round. The childminder accepts early education funding for children aged two, three and four years.

Information about this inspection

Inspector
Nicki Bland

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 her evaluation of the setting.
- The childminder showed the inspector around the parts of her home used for childminding and explained how she organises and implements her curriculum.
- Parents provided written feedback for the purpose of the inspection. Their views were taken account of by the inspector.
- The childminder showed the inspector a range of documentation, including documents relating to her suitability and those of household members.
- The inspector observed children's play and evaluated the impact on their learning.
- The childminder took part in a joint observation with the inspector. The inspector considered the quality of education during activities and the impact this had on children's learning.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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