

Childminder report

Inspection date: 30 November 2021

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	Good
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What is it like to attend this early years setting?

The provision is good

The childminder has a focused and targeted curriculum with a clear vision of what she wants children to learn as a priority. In practice, this works well, children are confident, caring, calm and inquisitive in the homely environment. Children are well behaved and respond positively to the childminder's kind and tender approach. They learn to share and be considerate.

Children learn well through meaningful activities that teach them about nature and the world they live in. They are beginning to understand the impact of litter on their environment and how to take responsibility for this. They enjoy going on walks with their 'litter pickers' to collect what they find. Children learn about animals, their habitats and habits. For example, they know that 'owls are nocturnal'.

During the COVID-19 pandemic, the childminder worked closely with her families to ensure they were safe and well. Frequent video calls and games ensured that children remained familiar with her and her setting. For example, she hid a soft toy around her home and with her video, encouraged children to find the toy. The childminder gave parents activities for them to continue with children's learning at home. When children returned, they settled quickly and with ease.

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

- The childminder targets training on what interests her, her ethos and what children will benefit from. She is highly reflective and benefits from courses and training that influence her practices. This has led her to replace most of her plastic toys with wooden and authentic resources. This has encouraged children to use their own imaginations to determine what something might look like and what it can be used for.
- The childminder works successfully with parents to ensure both parties are well informed about the children and their progress, care needs and any potential delays. She tailors her communication with parents to meet their individual needs and preferred ways of sharing information. The childminder gains useful information about the children when they first start. She uses technology to update parents and talk to them about activities and learning ideas. Parents also use this to upload their own observations of their children's achievements and 'wow' moments.
- The childminder provides a thoughtful and engaging environment. Children are curious and interested and move about confidently, finding their own activities. For example, a baby uses furniture to pull themselves to standing. They learn how to activate musical toys and bop and wiggle their bodies.
- Children gain good communication skills. They enjoy regular songs, rhymes and

stories throughout the day. The childminder extends their language successfully, introducing new words to expand their vocabulary. For example, they learn about animals that are carnivores, herbivores and detritovores. Babies babble happily as they explore their environment. Pre-school aged children think carefully when asked questions and confidently ask for information when they want to know more.

- The childminder is an effective teacher and, overall, provides well-planned activities. Pre-school children enjoy exploring, looking for items hidden in a tray of leaves, for example. With good support from the childminder, they identify and label what they find, 'this is a capital m' they confidently share. The childminder asks probing questions. However, although she knows what children need to learn next, her teaching does not always focus on this and the learning intentions, so that children continually gain the most from her input and activities.
- Children are emotionally secure. Babies seek and receive frequent cuddles and reassurances from the childminder. The childminder knows their personalities and meets their care needs sensitively. Pre-school aged children verbalise their thoughts and ideas with familiar adults and with strangers. They understand boundaries and expectations. They are polite, kind, and thoughtful.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is clear about her responsibility to protect children from harm and act on any concerns she may have. She understands wider aspects relating to safeguarding. The childminder works closely with parents to ensure she knows them and their children well and to provide support where and when needed. The childminder is clear about the roles of safeguarding agencies and when and how to contact them should she have a concern. The childminder supervises children well to ensure they are safe as they play and explore. She has relevant documents and policies, that she shares with parents, to support her in promoting children's positive well-being.

What does the setting need to do to improve?

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

- focus activities and teaching more precisely on the learning intentions and what children need to learn next.

Setting details

Unique reference number	EY457023
Local authority	Dorset
Inspection number	10214157
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	6
Number of children on roll	9
Date of previous inspection	9 February 2017

Information about this early years setting

The childminder registered in 2013 and lives in Southill, Weymouth, Dorset. She is open Monday to Friday from 7.30am to 5.30pm throughout the year. The childminder receives funding to provide free early education for children aged two, three and four years. She has a Hygge in early years accreditation certificate.

Information about this inspection

Inspector

Janet Armstrong

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 provider.
- The inspector spoke to the childminder and children during the inspection.
- The childminder and inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector viewed written letters of support from parents and considered these as part of the inspection.
- The inspector observed the childminder with the children during their activities and care routines.
- The inspector viewed written documents, policies and procedures.
- The inspector carried out a joint observation of a planned activity with the childminder and talked about the effectiveness of the curriculum.

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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