

# Childminder report

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Inspection date:

7 December 2021

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous inspection

Outstanding

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

### The provision is good

Children form good relationships with the childminder and his co-childminder. They are happy and secure in their care. Children confidently sit on the childminder's lap and listen to stories as they cuddle into him. Older children dance and giggle with excitement as the childminder uses puppets with stories to get their interest. The childminder implements a curriculum that uses children's interests and his knowledge of their development to engage them in learning. He provides a welcoming environment which is planned to capture children's interests in learning. Children learn to be independent. They confidently manage their own personal hygiene and put their own coats on by themselves as they prepare to go outside. Children access the resources that interest them and they settle in to play alongside their peers. Children learn to share the toys; they listen to the childminder and behave well.

Children benefit from lots of outdoor play opportunities. They enjoy exploring the wide range of activities that the childminder provides for them. Older children challenge themselves to throw balls into the buckets; they carefully aim and celebrate their achievements. Younger children hold the childminders hand to use the slide and enjoy playing with the large ball run.

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

- The childminder supports children to develop a love of literature. Children confidently access books and read to themselves using the pictures to tell themselves the story. They also enjoy the childminder's storytelling as he brings the stories to life. Children eagerly search for socks after the character in their story does the same.
- Overall, the childminder promotes children's language and communication skills well. He models language, introduces new words and encourages children to join in with song time. Children who speak English as an additional language demonstrate confidence as they join in with singing familiar songs. However, the childminder does not consider how he can help the children who have a limited use of language and understanding to follow routines and express their needs and interests. These children tend to rely on copying other children and are not able to express their own thoughts and ideas.
- The childminder has developed good relationships with the children's parents. He asks for parents to share key information about their children when they first start attending his setting. Parents report that they are happy with the care that their children receive. They say that their children enjoy going on outings with the childminder and his co-childminder. The childminder has made changes to the ways that he communicates with parents as a result of the COVID-19 pandemic. Parents have a sheltered area at the door where they can access

information and speak to the childminder.

- The childminder provides children with opportunities to learn about their local community. He takes children on outings to the beach, local parks and to groups where they can mix with children of similar ages. Children benefit from socialising and making relationships with other children.
- The childminder knows the children well. He uses good methods to observe and monitor children's progress to target his planning to meet children's needs. However, during some group activities, he does not consider the different learning needs of all of the children. Some children find it too challenging and are not able to fully participate.
- The childminder and his co-childminder work well with other professionals and parents to plan strategies to target the needs of children who may need additional support. However, the childminder does not implement the identified strategies consistently well, to support all children to communicate their needs and understand and follow instructions more clearly.
- The childminder recognises the importance of keeping his skills and knowledge up to date and relevant. He takes part in regular training to develop his practice further. Recent training on changes to the early years foundation stage has helped the childminder to identify areas that need to be adapted.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder fully understands his responsibilities to act on any concerns that he has about children's safety. He knows the indicators that might suggest that a child is at risk of harm. The childminder and his co-childminder have good procedures in place to keep children safe. He talks to children about risks as they play so that they are able to identify hazards and keep themselves safe. The childminder uses good procedures to monitor accidents and injuries, to help inform his risk assessment.

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

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

- review the arrangement of group activities to help all children to be involved and to maintain attention
- develop methods to support the children with limited language to understand routines and to communicate their needs and interests.

## Setting details

<b>Unique reference number</b>	139832
<b>Local authority</b>	Bournemouth, Christchurch & Poole
<b>Inspection number</b>	10212729
<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>	2 to 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	2
<b>Date of previous inspection</b>	19 August 2015

## Information about this early years setting

The childminder registered in 1999. He lives with his wife, who is his co-childminder, in the Parkstone area of Poole in Dorset. The childminder provides care for children on weekdays throughout the year. He is accredited to provide free early years education for children aged two, three and four years.

## Information about this inspection

### Inspector

Victoria Nicolson

### 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 provider and has taken that into account in their evaluation of the childminder.
- The inspector carried out a joint observation of an activity with the childminder.
- The inspector viewed the areas used for childminding and discussed with the childminder how he implements the educational programmes for the children.
- Relevant documentation was reviewed by the inspector, including paediatric first-aid qualifications. The childminder discussed his procedures for safeguarding the children.
- The inspector read written feedback from the parents, and took their views in to consideration.

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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