

Childminder report

Inspection date: 6 January 2022

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

Children enjoy their time in the care of the childminder and her assistant, who both respond sensitively to the children's emotional needs. For example, the childminder sings favourite action songs for children who are new to the setting to help them settle. The childminder is always close by to offer children support and reassurance as they play. Children behave and play well together. Older children show care and compassion for their younger friends. Younger children learn to share resources and take turns.

Children have a good attitude to play and learning. Toddlers show high levels of determination as they work out how to flatten dough with a rolling pin. Babies relish the freedom to crawl about and investigate. They eagerly pull themselves up to standing to explore the well-placed, age-appropriate toys that the childminder has set out.

Due to the COVID-19 pandemic, the childminder has reduced the time parents are in the setting. She shares information with parents verbally and electronically to keep them updated about their child's day. Parents are very complimentary about this system. They know what their child's next steps are and how they can support their child's learning at home.

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

- The childminder has a good understanding of how to support children's overall development. She completes regular assessments of their learning. The childminder knows the children in her care well and what they need to learn next. She makes good use of this information, along with children's interests, to plan a broad and balanced curriculum. The childminder introduces new vocabulary and narrates what children are doing to support children's communication and language skills. However, she does not always consider where she can provide even more challenge to extend children's learning to the highest level.
- Children learn how to keep themselves healthy and well. All children, even babies, take part in handwashing with soap and water regularly throughout the day. The childminder talks with children about why they need coats and hats when the weather is cold. She encourages older children to try and eat a wide variety of different fruits and vegetables each day.
- Children enjoy regular outings away from the setting, such as visits to local libraries, toddler groups, play gyms and daily walks. They participate in a variety of physical activities in the garden and show good skills when climbing and negotiating apparatus. This helps to promote their physical activity and develop their confidence in social situations, as well as extending their understanding of

the wider world around them.

- The childminder encourages older children to be independent and have a go at simple tasks, such as tidying up before starting a new activity. The childminder boosts children's self-esteem as they achieve their aims. She provides frequent and genuine praise for their successes. Younger children particularly enjoy trying to feed themselves at mealtimes.
- Partnerships with parents are excellent. Parents comment positively about the childminder's level of care and commitment to her role. They are particularly happy with the nurturing environment that the childminder provides. The childminder works closely with parents from the outset and gains lots of information to build a clear picture of children's needs. This helps her to support children's health and emotional well-being.
- The childminder and her assistant regularly review their practice and show commitment to making improvements. The childminder has moved home since her last inspection. She has reviewed and improved the set up of her environment, with children's needs in mind. The soft and clean artificial grass surface is suitable for babies to crawl on. The childminder has plans to introduce more mathematical resources in her outdoor space for children to explore.
- The childminder monitors the work of her assistant. They regularly attend various training, and they bring back ideas to benefit the children. For instance, the childminder has introduced picture cards to encourage children's language skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that her home is safe and secure. She fully understands her responsibilities to safeguard children and protect their welfare. The childminder is aware of the signs when a child may be at risk of harm. This includes the wider safeguarding concerns, such as the risk of extreme views. The childminder maintains and updates her child protection procedures. She is confident about the actions to be taken when she has a concern. She also knows the procedures when dealing with any allegations against her or her assistant.

What does the setting need to do to improve?

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

- strengthen the quality of teaching further, to identify where children can be provided even more challenge and their learning enhanced to the very highest level.

Setting details

Unique reference number	EY457636
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10075351
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 10
Total number of places	12
Number of children on roll	18
Date of previous inspection	10 June 2016

Information about this early years setting

The childminder registered in 2013. She lives in the Canford Heath area of Poole, in Dorset. The childminder provides care for children from Monday to Friday, 7am to 5.30pm, all year round. She works with her husband, who is an assistant, when needed. The childminder holds an appropriate 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 that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how she ensures they are safe and suitable. She spoke to the inspector about her intentions for children's learning.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation with the childminder to evaluate the quality of teaching.
- Parents shared their feedback and experiences of the setting with the inspector through discussions and written comments.
- The inspector spoke with the childminder, assistant and children at appropriate times throughout 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.

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