

Childminder report

Inspection date: 13 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

The childminder provides a bright and homely environment. She is patient and caring in her approach. Children show that they feel safe and secure in the childminder's home. They are developing affectionate attachments to the childminder. This helps them to feel emotionally secure. Children welcome approved visitors and enjoy conversations that involve adults in their play.

Children are confident to express their needs and wants. For example, they know that they can ask the childminder for particular toys from the cupboards. Children behave well. The childminder has high expectations and acts as a positive role model. She encourages children to share, take turns and be kind to one another. The childminder helps children to manage their emotions in some challenging situations. Children learn how to express their feelings in a positive way.

Children are confident and are keen to learn. They happily choose their favourite stories and listen intently while the childminder reads. Children point to pictures they see in the book and recognise the familiar characters. They are excited to use the buttons in the books to activate different sounds. This helps to foster children's passion for learning and literacy.

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

- The childminder has a good knowledge of what children can do. She uses this information well to plan challenging activities across the curriculum, to help meet children's learning needs. The childminder has a clear focus for what she wants children to learn next. For instance, she is aware that some children are beginning to show an interest in mark making. The childminder guides the children as they explore creative tools to strengthen their hand muscles for future early writing skills. She introduces counting and size when children measure out ingredients to make play dough.
- The childminder recognises the need to support children to engage with the wider community, to build on their knowledge of the world and enhance their social skills. She takes the children on regular visits to the local library for story time, and they borrow books to read at home. This helps to promote children's love of reading.
- Overall, the childminder develops children's communication and language effectively. She uses interactions to support children's speech development. For example, the childminder talks to children about different seeds they have collected and what happens if they plant them. However, at times, the childminder does not recognise opportunities to extend children's language and communication skills further.
- The childminder works closely with parents to help strengthen continuity and

consistency. She shares information with them about children's care and learning, and she provides ideas to support home learning. In addition, she seeks and acts on the views of parents to help drive improvements. Parents comment that the childminder 'always has helpful advice' and provides a 'home-from-home setting'.

- The childminder uses her multilingual skills well to support children who speak English as an additional language. She talks to children in English and in their home language. The childminder provides a variety of books for children to support literacy and their home language. Children are confident and join in, and they make good relationships with the other children in the setting.
- Children meet their own self-care needs, such as handwashing, and learn how to put their own coats on. The childminder teaches children to be independent. Children are willing to try new experiences, and they try hard when they find some things challenging. For instance, they persevere to climb up onto a swing seat which is hanging from a tree outdoors, and they propel themselves forwards and backwards.
- The childminder reviews her practice and makes plans for development. For example, following the COVID-19 pandemic, she has built a cabin outdoors for children to play and learn in. The childminder has researched how to create a cosy and welcoming setting, to support children's emotional well-being and give them a sense of calmness. She plans to complete training to develop her understanding of creating a more natural and outdoor outlook to children's learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her responsibility to keep children safe and protect them from the risk of being exposed to extreme views. She recognises the potential signs which may indicate a child is at risk of harm. The childminder understands the local procedures to follow if she needs to seek further help or to report any concerns. She ensures that children are able to play in a safe, clean and secure environment. Children learn to keep themselves safe and manage risks, for instance when climbing and negotiating apparatus outdoors. This has a positive impact on their safety and well-being.

What does the setting need to do to improve?

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

- make the most of situations that arise to support children's developing language skills further.

Setting details

Unique reference number	EY453815
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10207624
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	3 to 12
Total number of places	6
Number of children on roll	9
Date of previous inspection	4 October 2016

Information about this early years setting

The childminder registered in 2012 and lives in Bournemouth, Dorset. She operates for 48 weeks of the year from 8am to 6pm, Monday to Thursday. The childminder provides funded early education for two-, three- and four-year-old children. She holds an early years degree.

Information about this inspection

Inspector

Rachel Cornish

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 their evaluation of the setting.
- The childminder showed the inspector around her home. She talked about the different activities she provides to support children's learning and development.
- The inspector observed children and the childminder taking part in activities and assessed the impact on children's learning. The inspector and the childminder reflected on a learning experience for children.
- Children spoke to the inspector about what they enjoy doing with the childminder.
- The inspector took account of the views of parents from written feedback provided.
- Discussions took place between the inspector and the childminder at convenient times during 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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