

# Childminder report

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Inspection date: 19 January 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

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

### The provision is good

Children respond happily to the childminder's warm, friendly welcome, helping them to feel secure in her care. On arrival, children settle quickly to play and interact positively with their friends, sharing toys easily. The childminder is keen to help children make progress and plans a broad curriculum of motivating experiences that support their learning. For example, children are keen to explore different textures, such as cooked spaghetti, and learn about size, shape and measure in their play. Older children start to use scissors and talk about the short and long pieces that they cut. Younger children become absorbed filling and emptying colourful containers with the spaghetti. Children like doing jigsaw puzzles and start to match the colours and shapes to fit the pieces together. Older children are keen to tell the childminder what they see on the picture of the puzzle and say, 'There are firefighters and broken windows'. The childminder continues to follow appropriate procedures to help children and families keep safe due to the COVID-19 pandemic. She encourages children to wash their hands well and they use individual towels to help prevent the spread of infection.

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

- The childminder has reviewed her practice since the last inspection to help her make continual improvements. For example, she has reorganised the storage of play resources and encourages children to tidy their toys away after use to keep the floor space clear and safe.
- Children are developing their understanding of appropriate boundaries well. They understand the childminder's expectations to help keep them and others safe. The childminder supports children to be kind and use good manners.
- Parents speak highly of the childminder and say their children enjoy their time with her. Parents comment that the childminder keeps them well informed of their children's activities and next steps of learning, so they can support these at home.
- The childminder encourages children's understanding of the world well. For example, children like to name the insects, such as a ladybird or bee, that they see on the picture cards of a matching game.
- The childminder helps children learn to respect the needs of others, for example by helping their younger friends in their games. However, she has not considered further ways to help children develop their self-identity and early understanding of the similarities and differences within their lives and those of others.
- Children benefit from a good range of play experiences outside the home that support their physical well-being and social skills. They enjoy going to the beach or a nearby country park with the childminder and their friends. Children like to go and feed the ducks and see the trains, or visit an animal adventure park

where they help to feed the goats.

- The childminder encourages children's communication and language well overall. For example, she gives children time to respond to her questions. They describe the texture of the cooked spaghetti they play with as 'squishy' and 'slimy'. However, the childminder has not given full consideration as to how she can support the participation of children learning English as an additional language more effectively within all the play activities.
- The childminder supports children's enjoyment of stories effectively. Older children listen attentively to an audio story that uses rhyming words. They remember the actions from an interactive story and tell a visitor about the 'squelchy' mud and 'long, wavy' grass.
- Children use their imaginations well in their play. Younger children pretend to ring a friend as they hold a toy telephone. They cuddle their toys, such as a soft, furry rabbit, and tuck them into a highchair ready for a meal. Older children become absorbed building with some colourful bricks and tell the childminder they have made a rocket.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear awareness of possible safeguarding issues and continues to update her knowledge. She knows what she needs to do next to protect children's welfare in the event of a concern arising. The childminder completes risk assessments of her home and any outings she takes children on, to help minimise accidents. She ensures children sit in the correct safety seats when she takes them on any car journeys. The childminder monitors sleeping children to help keep them safe.

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

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

- provide more opportunities for children to develop their self-identity and understanding of how others live
- strengthen opportunities for children to develop and use their home language, to support their understanding and engagement in play more effectively.

## Setting details

<b>Unique reference number</b>	EY559313
<b>Local authority</b>	Dorset
<b>Inspection number</b>	10201579
<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>	0 to 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	28 June 2021

## Information about this early years setting

The childminder registered in 2018 and lives in Poole, Dorset. She offers care from 7.30am until 5.30pm, Monday to Thursday, all year round. The childminder receives funding to provide free early education for children aged two, three and four years. She holds a qualification at level 3.

## Information about this inspection

### Inspector

Mary Daniel

### Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder explained how she organises her home to support children's learning and explained how the curriculum is delivered.
- The inspector observed children's interactions in play indoors and outdoors, and discussed their learning and development with the childminder.
- The inspector took into account the spoken views of parents.
- The inspector viewed a sample of documentation, such as qualifications and first-aid certificates.
- The inspector and the childminder completed a joint observation of an activity.

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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