

# Childminder report

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Inspection date: 9 February 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Outstanding
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## What is it like to attend this early years setting?

### The provision is good

Children are very happy, safe and settled with the childminder and her assistant, and form strong bonds with them. Children settle quickly to play on arrival and interact happily with others. They show care and consideration for their friends. For example, they 'write' letters to their friends who are not feeling well and pop these into a pretend post box. The childminder and her assistant are keen to help children to make progress and provide a broad curriculum to support their learning.

Children develop their imaginations well. They become absorbed in making pretend meals and bring a 'cup of tea' to the childminder. They pretend to be doctors and write prescriptions. Children develop their early literacy and mathematical skills well. For example, they like to explore a tray of dried lentils and find the hidden number and letter shapes. Older children start to recognise and sound out the initial letters of their names. Younger children become absorbed in pouring the lentils in and out of different containers and start to learn about the concepts of 'full' and 'empty'.

Children listen attentively to a favourite story and start to join in with the endings of the rhyming sentences. They eagerly make the noise of an owl and follow the actions of an interactive song. The childminder and her assistant kept in contact with children and their families during the COVID-19 pandemic. They provided online videos and activities to continue to support children's learning. Parents spoke positively about the procedures the childminder follows to help protect their children and keep them safe.

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

- The childminder works well with her assistant and, together, they discuss children's interests and how they can support their development further through play. They provide a wide range of motivating activities to support children to make good progress.
- Children behave very well. The childminder and her assistant talk calmly with children to help them understand how to manage their emotions and be kind to their friends. Children learn to use good manners. At the snack table, they say 'please could you pass me the knife'. They ask their friends politely if they can have the butter.
- The childminder reflects well on her practice to make improvements. For example, she has reorganised the playroom to provide a calmer environment with more space for children to play. In addition, she has developed ways of liaising with school teachers to support children's transition and provide continuity for their future learning at school.
- The childminder gives children choices of activities. For example, they choose to

make some play dough together and decide to add green food colouring. However, at times, aspects of group activities do not fully support the involvement and understanding of all children in order to help their individual learning as well as possible.

- Parents speak very highly of the childminder and her assistant, saying they are caring and supportive of their children's needs. Parents comment that their children enjoy their time at the setting, and they are safe and happy there.
- The childminder places clear emphasis on promoting children's communication and language. She makes good use of open-ended questions to encourage children to think and recall events. Children remember that the flowers that they saw in the garden the previous day are called 'daffodils'. They begin to use language well to describe their thoughts and tell the childminder about a celebration.
- Children enjoy playing outdoors and explore the garden with interest. They show great delight and fascination as they run after bubbles and see them pop. The childminder provides some resources outdoors and has plans to develop the garden area further to promote all areas of learning consistently well, and fully support those children who learn best outdoors.
- Children develop a positive approach to keeping safe and healthy. They help to grow foods, such as potatoes and tomatoes with the childminder. She talks with children about foods that help to keep their teeth strong and healthy.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has completed safeguarding training and understands her responsibilities to protect children. She knows the procedures to follow and relevant agencies to contact should a concern arise about children's welfare. The childminder understands how to assess the suitability of any assistants that she employs, such as by taking up references and completing Disclosure and Barring Service checks. The childminder and her assistant risk assess the play areas and keep the premises secure.

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

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

- monitor children's use of the outdoor play areas to build on their existing abilities and promote all aspects of their learning consistently well
- consider the organisation of group activities to fully support all children's participation, and extend their understanding as effectively as possible.

## Setting details

<b>Unique reference number</b>	144249
<b>Local authority</b>	Dorset
<b>Inspection number</b>	10125459
<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 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	11
<b>Date of previous inspection</b>	4 July 2013

## Information about this early years setting

The childminder registered in 1995. She lives in Verwood, Dorset. The childminder is available to care for children Monday to Thursday from 8.30am until 6pm all year round. She works with an assistant. The childminder holds a childcare qualification at level 3. She is in receipt of government funding to provide free early years education for children aged two, three and four years.

## Information about this inspection

**Inspector**  
Mary Daniel

### 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 discussed her practice with the inspector and explained how the curriculum is delivered.
- The inspector and the childminder completed a joint observation and discussed the quality of teaching.
- The inspector observed children's interactions in play indoors and outdoors, and discussed their learning and development with the childminder and her assistant.
- The inspector took into account the spoken and written views of parents.
- The inspector viewed a sample of documentation, including qualifications and first-aid certificates.

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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