

Childminder report

Inspection date:

17 February 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children are secure in their surroundings and move freely from one room to another with confidence. The childminder offers cuddles to support their well-being. Children happily sing and enjoy listening to stories. They use their imagination as they choose what to draw using chalk. Children explore sensory materials, such as play dough. This helps them build small-muscle control to hold pencils and make marks.

The childminder provides a range of resources for children to play with. However, these do not always inspire the children and the childminder's teaching is variable. At times, especially when behaviour deteriorates, children are not fully engaged in their learning. For instance, they do not get deeply involved in their play and are unmotivated by the resources inside a play tent. This means that, on occasion, children do not make as much progress as they could.

Since the COVID-19 pandemic began, the childminder has put additional health and safety measures in place. For example, children use hand gel as they arrive. Parents no longer enter the setting. The childminder keeps them informed about their child's day through daily chats at collection time and electronic communications.

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

- The childminder's expectations for behaviour are inconsistent. She does not manage children's actions in a consistent way, in order for them to learn about acceptable behaviour. For example, the childminder does not follow through on what she says. She allows a child to play with a scooter he has taken from another child after previously saying he had to wait a few minutes first. This gives children mixed messages and makes it difficult for them to understand and follow expectations.
- The childminder is kind and develops warm relationships with the children. Children happily sing and enjoy listening to stories, and take part in activities that give them some awareness of letter sounds and numbers. The childminder talks to children about the importance of healthy eating. They name fruit and vegetables that are good for them. The childminder provides positive opportunities for children to try an increasing variety of foods. Children then go on to eat new foods at home. This helps to support healthy eating choices.
- The childminder gathers useful information about children prior to them starting at her setting. She considers these when planning for individual children. The childminder can talk about what children know and can do, and what she wants them to learn. However, the quality of teaching is not at a consistently good level. At times, children struggle to concentrate and move frequently between

the activities available. This impacts on the progress they make.

- Parents speak positively about the childminder's service. They praise her for being approachable and appreciate the photographs they receive of what their children have been doing. When children are ready, the childminder works closely with parents to help children manage their toileting needs.
- The childminder helps children to do things for themselves. Children become independent in their self-care routines, such as washing their hands. They recognise their own drinks bottles and confidently drink from them when they are thirsty. However, at times, children find it difficult to follow instructions and do not cooperate well in some daily routines. For example, when the childminder asks them to tidy toys away after an activity, children do not wish to do this together and some say they do not want to.
- Children enjoy going out in the garden for fresh air and exercise. They develop their physical skills well as they learn to kick balls and negotiate cones when riding on scooters. Children visit local parks and explore their local community regularly with the childminder. This supports their learning of the natural environment appropriately.
- The childminder talks to children as they play and introduces new vocabulary, such as the names of dinosaurs. However, as children attempt to free toy dinosaurs encased in ice, she provides them with possible answers too quickly to the questions she asks. This means children do not have the time they need to think through possible responses or work things out for themselves.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role and responsibility in safeguarding children. She knows the signs that may indicate a child is at risk of harm and the procedures to follow if she has a concern about a child's welfare. The childminder attends regular safeguarding training to keep her knowledge current. She demonstrates a knowledge and awareness of broader safeguarding concerns, including how issues such as drug trafficking and extremist views affect young children and their families. The childminder assesses hazards in her setting and on outings to minimise potential risks.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
improve the strategies used to help children manage their behaviour appropriately	10/03/2022

improve the quality of teaching to ensure children are fully engaged in activities, to help them make consistently good progress.	10/03/2022
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To further improve the quality of the early years provision, the provider should:

- provide children with sufficient time to work out solutions to problems and organise their own thoughts, so they can respond to questions for themselves.

Setting details

Unique reference number	EY407851
Local authority	Dorset
Inspection number	10225611
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	1 to 4
Total number of places	6
Number of children on roll	7
Date of previous inspection	22 February 2016

Information about this early years setting

The childminder registered in 2010 and lives in Weymouth, Dorset. She holds a qualification at level 3. The childminder provides care for children on Mondays, Tuesdays and Thursdays all year around. She receives funding to provide free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Petra Morgan

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.
- This inspection was carried out as a result of a risk assessment, following information received from the provider.
- The childminder and the inspector viewed the provision and discussed the childminder's intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector took account of the written views of parents.

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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