

Childminder report

Inspection date: 21 March 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy and settled in the childminder's care. They feel safe and secure and enthusiastically engage with her while playing with the varied resources on offer. The childminder has high expectations. Children behave well and benefit highly from the positive interactions with her. The childminder models language effectively and gives children praise and encouragement as they demonstrate their vocabulary and understanding. For example, while sharing a story, children recall the word 'cocoon.'

The curriculum on offer reflects a wide range of learning experiences. The childminder knows the children well, plans for their individual needs effectively and monitors their progress in partnership with parents and other settings. Parents are regularly informed of the learning taking place and how they can facilitate this at home. Children make good progress in their development. The childminder helps prepare older children for starting school, for example, by developing their independence and teaching them to write their name. Younger children are supported with toilet training and developing their physical skills.

The childminder has supported children and parents well during the COVID-19 pandemic. For instance, she kept in touch with families, shared resources via online media and delivered resources to the children.

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

- The childminder has strong relationships with parents. They speak very positively of her and say that she 'goes to great lengths for each child and parent.' Parents describe the childminder as 'excellent at communicating.' Parents refer to the setting as 'exciting' and 'engaging.' The childminder keeps parents informed about their child's learning through daily conversations and the sharing of photographs via personalised online media platforms. Parents are invited to share their opinions and make recommendations to further improve the setting.
- Children enjoy looking at books and listening to stories. The childminder uses books throughout her practice to support children's learning. For example, when going to the woods to look for bugs, she takes books along to help children identify them.
- The childminder organises walks and outings to provide new and enjoyable experiences for the children. These include visits to the woods, museums and the allotment. The children attend the allotment with the childminder frequently where they plant and grow fruit and vegetables. This supports the children's understanding of the importance of a healthy lifestyle.
- The childminder promotes children's confidence and independence consistently.

For example, she encourages children to help with daily routines, such as tidying up, preparing for lunch and pouring their own drinks.

- The childminder plans effectively for the children's next steps in learning. She provides a broad range of learning experiences based upon the children's interests. Children use a wide range of resources to practise their fine motor control, and the childminder uses her good teaching skills to build on children's learning in other areas. For example, the childminder explains how to use the various resources to make a bouquet of flowers and how to write a label using the prompts provided.
- The childminder supports children in learning about the difference between right and wrong. However, she does not further extend children's understanding of the impact of their actions on others to support their social skills.
- The childminder plans well overall for children's mathematical development. However, at times, she misses opportunities to further challenge most-able children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of child protection issues and is clear about her role and responsibilities to safeguard children. She keeps her safeguarding knowledge up to date, such as through regular training and reading. The childminder knows the signs that indicate a child may be at risk of harm and knows how to report concerns about a child's welfare. She carries out risk assessments and ensures that children are safe.

What does the setting need to do to improve?

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

- help children to develop an understanding of the impact their behaviour has on others to support their social development
- maximise opportunities to further challenge most-able children with their mathematical skills.

Setting details

Unique reference number	2554273
Local authority	Dorset
Inspection number	10221611
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	5
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives in the village of Mosterton, near Beaminster in Dorset. The childminder provides care for children throughout the year. She operates Monday to Thursday, from 7.30am to 6pm, and Friday from 9am to 2.30pm. The setting is called Buttercups Childminding.

Information about this inspection

Inspector

Leanne Galloway

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 her evaluation of the setting.
- The childminder gave the inspector a tour of the premises. She talked about children's learning and progress, and how she delivers the curriculum.
- The inspector read feedback from parents to gain their views about the childminder.
- A range of documentation were reviewed, including qualification certificates.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector and the childminder observed children during activities and completed a follow-up discussion about children's learning and development.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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