

# Childminder report

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Inspection date: 24 March 2022

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

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

### **The provision is good**

Children have formed strong attachments with the childminder and benefit well from her calm and gentle interaction. The childminder's warmth, fun and cuddles help children feel emotionally settled and secure. Children show good levels of independence as they learn to do things for themselves. They behave exceptionally well and show high levels of respect for others and their environment. Children are kind and helpful towards others, for example when assisting their friends to complete a puzzle.

Children have great fun as they take part in the wide range of stimulating activities provided by the childminder. For example, children show good control as they use the tools to cut, squeeze and press the fresh fruits to create juice. They excitedly tell the inspector, 'We've made fruity water'. Children learn about size and measure as the childminder introduces some mathematical vocabulary, such as 'big' and 'small', to skilfully extend children's learning.

The childminder worked throughout the COVID-19 pandemic to support families. She also maintained communication with the parents and children who stayed at home. When children returned, the childminder quickly identified that some needed extra help to settle and provided lots of care and reassurance.

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

- Children are motivated to learn and show a positive attitude to their learning. They receive lots of praise and encouragement from the childminder, which boosts their self-esteem exceptionally well. The childminder knows when some children need emotional support and finds novel ways to teach children about their feelings. For instance, she uses emotion faces to help them understand about being 'happy', 'sad', 'worried' or 'tired'.
- The childminder's curriculum is planned effectively to build on what children already know. She uses her observations of children in their play to help them move on to the next steps in their development. Children make good progress in their learning. They are well prepared their future learning and eventual move to school.
- Children have access to a wide variety of picture and story books. However, on occasions, the childminder does not organise story times effectively as she moves away to set up an activity for other children. This leads to delays reading the story. As a result, some children move on to another activity and do not benefit from listening to the story.
- Children's communication skills are supported well. The childminder recognises the important role she has in helping children to acquire and use language. She offers comments and suggestions, introducing new words and asking questions

to further develop children's speech. The childminder provides tailored support to help children with their pronunciation.

- Children enjoy 'rhyme time' with the childminder. They use props to act out songs and rhymes, and confidently join in with singing and dancing games. The childminder also includes some counting rhymes and children actively join in. However, at times, she does not identify when children's mathematical awareness could be further developed during their play.
- The childminder has positive relationships with parents. She keeps them updated about their children achievements through informal discussions and electronic communications. The childminder works closely with parents to support children's specific needs, such as speech development, which provides consistency for children's learning and development. Parents comment positively about the childminder and how their children have grown in confidence.
- The childminder continually reflects on ways she can improve her provision. She completes regular webinars to update her knowledge and develop her skills further. At times, the childminder works with an assistant. She ensures that her assistant knows children's individual needs, to ensure that children receive consistency in their care.
- Children get plenty of fresh air and exercise, which helps promote their good health. The childminder takes children on regular outings and visits to places of interest in the community, including the beach and local museums. This helps them to widen their understanding of the world around them and learn about the past.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her child protection knowledge up to date through training and accessing her local authority information for any changes. She is clear of her responsibility to keep children safe. The childminder knows the signs that may indicate a child is at risk of harm and how to report any concerns about children's welfare. The childminder constantly checks the indoor and outdoor environments, to help her identify and remove any potential hazards to children. She supervises children well, for instance during mealtimes, 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:**

- review organisation of story sessions to provide children with uninterrupted time to listen and enjoy the story, to support their early literacy skills
- make greater use of number and counting through children's play to help develop their mathematical skills further.

## Setting details

<b>Unique reference number</b>	EY102162
<b>Local authority</b>	Bournemouth, Christchurch & Poole
<b>Inspection number</b>	10125502
<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 7
<b>Total number of places</b>	5
<b>Number of children on roll</b>	10
<b>Date of previous inspection</b>	11 December 2014

## Information about this early years setting

The childminder registered in 2002 and lives in Poole, Dorset. She provides care Monday to Thursday from 7.30am to 6pm, all year round. The childminder is also registered to provide overnight care. She works with an assistant on occasions. The childminder provides funded early education for children aged two and three years. She has an appropriate childcare qualification at level 3 and has studied child psychology at level 4.

## Information about this inspection

### Inspector

Dinah Round

### Inspection activities

- This was the first routine inspection the setting 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 explained how her early years provision is organised. The inspector held a learning discussion with the childminder on how she supports the children's learning and development.
- The inspector spoke to the children at appropriate times during the inspection.
- A range of documentation was reviewed, including suitability checks and paediatric first-aid qualifications.
- The inspector viewed all areas of the premises used for childminding.
- The inspector took account of parents' views about the childminder's setting.

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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