

Childminder report

Inspection date: 28 April 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 form trusting relationships with the friendly, welcoming childminder. They go easily to her for a cuddle and enjoy her gentle humour. Children are happy and settled. They are eager to sing hello to their friends. They learn about other cultures and sometimes greet others saying 'Bonjour'. The childminder has a clear intent for children's learning and promotes this well through their interests. Children listen attentively to a favourite story about dinosaurs. They begin to learn rhyming words, such as 'sweeping and beeping'. They eagerly join in with familiar phrases, such as a 'great big roar'.

Children use their imaginations and develop their small physical skills effectively in their play. For example, children squeeze and squash some play dough. They tell the childminder that they have made 'strawberry ice cream'. They paint a picture and describe this well as they say, 'it's a sort of volcano'. Children show great delight when using the childminder's 'song bag'. Children excitedly pull out a puppet, such as a farmer, and know the song that this relates too. They laugh together as they choose animals, such as a 'mean dragon' or a 'snake' that could live on the farm they sing about. Children behave well overall. They recognise daily routines, such as tidy-up time and willingly help the childminder to put their toys away so they can join in with a group activity.

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

- The childminder continues to develop her knowledge and skills. For example, she has completed training that has helped her understand more about the support available for children with additional needs. She has also raised her awareness of ways to encourage children's learning through music.
- The childminder supports children's individual needs very well. She recognises when children may need additional support and encourages their communication and language effectively, such as when using visual prompts or a simple sign language to promote inclusion. Children start to use language well to describe their thoughts. For example, they say a friend is 'whizzy quick' at tidying up a toy.
- Children happily develop their physical skills in their play. They begin to use long-handled spades skilfully to dig in the sandpit outdoors and pretend to be searching for treasure. They push themselves around and around on a garden swing enthusiastically and tell the childminder they are feeling 'a bit giddy'.
- The childminder promotes children's understanding of their world effectively. Children enjoy going on outings with her, such as to the beach to explore and find shells. They talk about what might be on the other side of the sea. They like going to a nearby animal farm where they help to feed goats, rabbits and sheep. Children show great excitement as they see a helicopter flying overhead and

think about where it is going.

- Children begin to use good manners well. They ask politely if they can have some more fruit at snack time. The childminder has high expectations of children, and they interact positively with their friends overall. However, at times, they talk loudly with others and although this is often in fun, noise levels become high, which does not encourage all children's participation in play.
- Children develop a positive interest in numbers. They are keen to count out how many grapes and pieces of banana they want for their snack and the childminder reinforces their awareness of the written numeral. Children begin to recognise numbers of personal significance and proudly say, 'I'm three!'.
- The childminder talks to children about how to keep safe when on outings and they know they need to wear their helmets if using the scooters. Children attempt to do up the straps on a booster seat when sitting at the table, knowing they need these secured to help keep them safe. However, children do not always recognise all the boundaries within the home to keep them safe, including when and how they access the main garden.
- Parents speak highly of the childminder and say they are reassured about the care she offers their children. The childminder liaises well with parents about their children's achievements, to provide a continuous approach for their care and learning needs.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has completed safeguarding training and understands her responsibilities relating to protecting children's welfare. She recognises signs that may indicate a child is at risk of harm and is aware of procedures to follow should any concerns arise. The childminder started childminding during the COVID-19 pandemic. She encourages children's awareness of positive hygiene routines and implements clear procedures to help to minimise the risk of spreading infection.

What does the setting need to do to improve?

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

- consider further ways to support children's understanding of risk and how to keep themselves and others safe from harm
- provide further guidance for children to help them build on their positive interactions with others, and understand the high expectations for their behaviour consistently well.

Setting details

Unique reference number	2562439
Local authority	Dorset
Inspection number	10235575
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 6
Total number of places	3
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She lives in West Knighton, Dorset. The childminder is available to care for children, Mondays to Fridays, from 8am until 5pm term time only. She is in receipt of funding for children aged two and three years. The childminder holds qualified teacher status.

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 how she has established her practice 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 staff.
- 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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