

# Childminder report

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Inspection date: 6 June 2022

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

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

### The provision is good

Children are very independent, inquisitive and show good levels of motivation in their learning. For example, children use pipettes to draw up water as they explore the different creatures in the water tray. They confidently name sharks, whales and explore different-shaped shells. Children build strong relationships with the childminder and her assistants and the other children. For example, they work together building a tower and take turns removing bricks, exploring the impact before the tower tumbles. They praise their friends as they take a piece out successfully.

The childminder has high expectations of what she wants the children to achieve. She uses their interests and tailors her curriculum to meet children's individual needs. The childminder and her assistant maximise learning opportunities in all areas of learning. For example, they involve the children in deciding how they use the resources. Children choose for the boat to be an aeroplane and the childminder facilitates this. Children enjoy talking about how and where they are going on holiday. They bring postcards to share with their friends to help them learn about the different places they are visiting.

During the COVID-19 pandemic, the childminder worked closely with parents to help settle the children in. Parents usually drop off and collect their child from the gate, but with children that take longer to settle, parents are now invited in to stay with their child until they feel comfortable.

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

- Partnerships with parents are good. Parents say they particularly choose the setting for the outdoor learning environment. They like the numerous outings the childminder and her assistants take the children on. For example, children visit the beach, different parks, and places of local interest. Parents report that communication is good, and they are comfortable to talk to the childminder. They are confident to update their child's progress at home on the online system the childminder uses.
- The childminder has created a calm, welcoming, well-organised and easily accessible environment for the children. They show high levels of confidence as they move around the various areas both indoors and outdoors. Children spend long periods focused on their play. For example, one of the children chooses to wash their 'baby' in the water tray. They spend considerable time at the activity. The childminder and the assistants support the children well to extend their learning. However, occasionally, those that choose to play independently, do not always get consistently high levels of interaction.
- The childminder and her assistants place a high emphasis on their continued

learning to make sure that they have an up-to-date knowledge. They have been concentrating on the changes to the 'Statutory framework for the early years foundation stage'. In addition, they have completed core training, such as first aid, safeguarding and 'in the moment planning'. The childminder uses her knowledge of how the children learn to make sure that the experiences offered are what the child needs to make good progress in their learning. Consequently, the childminder knows the children well.

- Children with additional needs are particularly well supported. The childminder has a range of resources and her good knowledge of child development to help her identify ways to support children to reach their full potential. For example, a package to help identify a baseline for children's speech and language development. As a result, they can access help and support quickly.
- Children's behaviour is good. They learn from an early age the boundaries and expectations. The childminder and her assistant are positive role models in the way they speak to the children and each other. Consequently, children learn good manners and build positive relationships with each other.
- Children have good opportunities to develop their communication and language skills. For example, the childminder reads stories that the children have chosen and asks effective questions to encourage them to talk about the story. The childminder talks with the children about what they are doing and thinking, to encourage them to be confident speakers. In addition, a music teacher visits and sings songs and familiar rhymes with the children.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has effective policies and procedures to help her and her assistants keep children safe from harm and neglect. In addition to training, the childminder regularly talks with the assistants about the children's health, safety, and general well-being. The childminder ensures that all adults working with the children are suitable to do so. Children learn to take risks, such as using the swing and slide unit safely. Even the youngest children learn how to climb the steps and slide down the slide carefully. Children use a range of tools, such as hammers, nails and saws, carefully creating new resources. For example, they help the childminder to make a large easel for the outdoor area to enable them to be able to paint and draw outside.

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

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

- extend the support offered to those children who enjoy playing independently for long periods, to ensure that they fully benefit from adult interaction and learning opportunities.

## Setting details

<b>Unique reference number</b>	2575142
<b>Local authority</b>	Dorset
<b>Inspection number</b>	10239560
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	0
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2020. She lives in Swanage, Dorset and operates her childminding practice from her parents home, also in Swanage, Dorset. The childminder is available to provide care on Monday, Tuesday and Thursday each week, from 8am until 5pm, for 44 weeks of the year.

## Information about this inspection

### Inspector

Lorraine Sparey

### 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 this into account in their evaluation of the provider.
- The inspector took account of the views of parents.
- The inspector completed observations indoors and in the garden, and spoke with the childminder and the children at different times throughout the inspection.
- The inspector scrutinised documents, including the recruitment of assistants.
- The childminder spoke to the inspector about their intentions for children's learning.

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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