

# Childminder report

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Inspection date:

9 June 2022

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## **Overall effectiveness**

## **Requires improvement**

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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 have strong bonds with the childminder, who is kind and caring. The childminder knows them well and they receive plenty of cuddles and reassurance when needed. Children learn to be independent and show pride in their achievements. They smile widely as they say, 'I did it on my own!', after using an apple peeler and corer to prepare their snack.

Children generally behave well. When disputes occur, the childminder does not always use effective behaviour management strategies to help children understand the rules and expectations. For example, children are not learning to tidy away their toys. At times, boxes of toys cover the floor. This creates a potential trip hazard and reduces children's ability to concentrate. Children do not always understand how to play safely.

Children benefit from plenty of fresh air. They play outside where they enjoy making marks with water and paintbrushes and squirting water from plastic bottles. This helps to build their muscles for early writing. Children have regular outings to open spaces where they develop their physical skills further and gain confidence in new surroundings.

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

- The childminder plans the curriculum around children's interests and next steps. She is aware that the COVID-19 pandemic has reduced opportunities for children to develop their social and communication skills and has taken steps to address this. For example, she takes children to unfamiliar places and meets with other childminders and their children.
- The quality of teaching is not consistently good. For example, some children demand more attention from the childminder and, during these times, the quieter ones do not receive enough interaction to extend their learning effectively.
- Parents say that they feel well informed. The childminder works well with them to ascertain children's starting points and to communicate their next steps. For example, she suggests to parents that their children use pegs on a washing line to help children develop their fine motor skills. This helps parents to develop children's learning at home.
- Children are encouraged to eat healthily and have access to water at all times. The childminder ensures that they get plenty of exercise and is currently undertaking training in children's mental health and well-being.
- Children communicate confidently with each other and the childminder to share their ideas and make their needs known. They are learning some new vocabulary. For example, the childminder uses the word 'spiral' to describe the

apple skin as it is peeled.

- The childminder does not follow consistent and effective behaviour management strategies to help children understand her expectations and ground rules. She does not always follow up minor disputes that the children have, when they occur, to help them adapt and change their behaviour.
- The childminder does not teach children effectively to follow instructions to help them understand the need to play safely and take some safe risks in their play. She does not explain the impact of some of their behaviours on others.
- The childminder teaches children to attend to their own personal needs, such as using the potty and washing their hands. She uses praise and encouragement effectively, and children respond well to these. This helps children learn to be independent and builds their self-esteem.
- The childminder works in partnership with other early years providers, where children attend more than one. For example, she provides transition reports and termly updates to ensure continuity of care.
- The childminder has implemented several measures during the COVID-19 pandemic to help prevent the spread of infection. She has minimised contact with other people and changed drop-off and collection processes.
- The childminder has effective procedures to support children with allergies and medical needs to help keep them safe from harm. She works closely with parents to ensure essential medicines are available at all times.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of the signs and symptoms of abuse. She has effective procedures in place to report concerns. She understands the impact of extreme views and domestic abuse on children and how to identify children who might be at risk. The childminder regularly updates and refreshes her knowledge of safeguarding issues.

## 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 behaviour management techniques to ensure children know and follow the rules and expectations of the setting	24/06/2022
improve the quality of teaching to enable children to learn how to manage their play safely and take safe risks.	24/06/2022



## Setting details

<b>Unique reference number</b>	EY463546
<b>Local authority</b>	Dorset
<b>Inspection number</b>	10243627
<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>	2 to 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	18
<b>Date of previous inspection</b>	14 December 2016

## Information about this early years setting

The childminder registered in 2013. She lives in Corfe Mullen, Dorset. The childminder offers care from 8am to 6pm, Monday to Friday. She holds an appropriate early years qualification at level 3. The childminder receives funding to provide free early education for children aged three and four years.

## Information about this inspection

### Inspector

Lisa Large

### 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 spoke to the inspector about her intentions for children's learning.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact that this had on 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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