

Childminder report

Inspection date: 5 July 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 show that they feel safe and secure. Those children who have recently started, settle very quickly into the childminder's care. The childminder ensures toddlers are able to use comfort items from home. They respond well to the frequent cuddles and close attention that they receive from the childminder. This helps them to feel emotionally secure. Children behave very well. The childminder is a positive role model and has high expectations for children's behaviour.

Children enjoy taking part in a range of activities within the childminder's setting and beyond. They benefit from daily trips to the woods. The childminder helps children to follow instructions and they begin to understand what is expected of them. Older children respond well to the consistent support and encouragement the childminder provides to help them engage with challenging tasks. This helps them to build the knowledge, skills and attitudes that they need for their next stages in learning.

The childminder recognises the impact of the COVID-19 pandemic and has changed the provision accordingly. New and adapted approaches to maintain wider social interaction enable children to build their confidence as they play alongside their friends in the local outdoor environment.

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

- The childminder provides an effective curriculum and has high expectations of children's learning, overall. She plans activities based on children's interests and the skills they already have. She helps children to engage with a broad range of learning opportunities. Children make good progress from their starting points.
- The childminder engages well with children in their play and helps them to work together as a group and take turns, for example when playing games in the woods. The childminder helps the children to undertake the different roles, to count and follow the rules.
- Children engage eagerly with the activities and experiences on offer. They show resilience and tenacity as they enjoy moving and gaining control of their larger muscles as they walk through the woods. Older children help younger children to climb up steep slopes. However, the childminder does not extend children's learning consistently during her interactions with them. For instance, she does not regularly offer them explanations that deepen their knowledge or promote their thinking.
- Children's health is well supported by the childminder. They spend lots of time playing actively each day. The snacks and meals that the childminder provides are healthy and nourishing. This has a positive effect on children's physical and emotional well-being.

- Children are learning age-appropriate independence. Before going outdoors, children of all ages know to bring their shoes to the back door. Older children put them on competently, while younger children make good attempts with support from the childminder. Older children manage their own toileting needs. Children of all ages feed themselves snacks and lunch.
- Partnerships with parents are strong. Parents value the updates and photos from the childminder which relate to their children's care and development. They comment that they are lucky to have found the childminder and her co-childminder. However, on occasion, the childminder is not always robust enough in providing information about children's learning to help parents understand what their children need to learn next. Similarly, the childminder does not have fully effective arrangements to share information with other settings that children attend.
- The childminder and her co-childminder work as a cohesive unit. They recognise one another's strengths and utilise these effectively. As a result, the service that they provide runs smoothly. They regularly discuss children's progress and make suggestions on how they can support children's next steps. The childminder and co-childminder evaluate their provision effectively. They identify the strengths of their provision accurately and aspects they would like to improve.

Safeguarding

The arrangements for safeguarding are effective.

The childminder updates her safeguarding knowledge. She has a good understanding of potential risks to children, including exposure to extreme views. The childminder knows how to respond if she has concerns about a child's welfare or if an allegation is made against her, her co-childminder or a household member. The childminder knows where to access safeguarding advice and support. She implements procedures effectively and completes risks assessments for the setting and outings. The childminder knows how to respond in a medical emergency.

What does the setting need to do to improve?

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

- offer children more detailed explanations and prompts to extend their understanding and thinking during the play-based activities
- enhance the good partnerships with parents and other settings children attend further, so that they can support children's individual learning outside of the setting.

Setting details

Unique reference number	2551893
Local authority	Dorset
Inspection number	10221586
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 8
Total number of places	6
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She works with another childminder in Colehill, an area of Wimborne, Dorset. She offers care Tuesday to Friday, from 8am to 6pm, with the exception of family holidays and Good Friday. She offers funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Rachel Cornish

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 and inspector completed a learning walk and discussed how the curriculum supports children's learning.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning. The inspector and the childminder reflected on a learning experience for children.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector held discussions with parents and took account of their views.
- A range of documentation was reviewed by the inspector, including suitability checks and paediatric first-aid qualifications. The childminder discussed her procedures for safeguarding the children.

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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