

Childminder report

Inspection date: 12 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 settle quickly as they arrive and are happy. They enjoy the time they spend with the caring childminder and her co-childminder. Children make choices in their play from the wide range of resources on offer. For example, children choose to play with a toy till. They confidently ask for help if needed and are keen to include the childminder in their play. Children 'sell' pasta to the childminder, saying that it costs 'five pounds'. The childminder extends their learning by helping children to count out coins. This supports their developing mathematical skills successfully. The childminder provides very good opportunities for children to hear and speak their home languages in their play. Children effortlessly engage in conversations with the childminder and each other in both Spanish and English.

Children feel safe and develop close attachments with the childminder and her co-childminder. They receive lots of cuddles from the childminder, particularly if they become tired or upset. This supports their emotional well-being effectively. The childminder is a positive role model and is attentive to children's individual needs. She gives children clear explanations to support their understanding of good behaviour. Children are respectful and considerate of each other. They take turns during games and say proudly 'she is going to share mine!'.

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

- The childminder plans an ambitious curriculum which is designed to give children a wealth of rich experiences. She works closely with her assistant and co-childminder and they all know exactly what children need to learn next. Children, including those who speak English as an additional language, are motivated to learn and make good progress.
- Children show good levels of determination as they persevere when completing puzzles. They listen carefully to the childminder's suggestions of matching the animal pictures. On completion, children smile and are pleased with their achievements.
- The childminder supports children's communication and language skills effectively. For example, she reads stories and sings songs with children. The childminder introduces new vocabulary and models the correct pronunciation of words. She takes children to visit the local library. Children become confident communicators.
- The childminder supports children's health and well-being successfully. She talks to children about how eating their healthy snack is good for their bodies. Children learn how to keep themselves safe. For example, they know to hold the pushchair as they go for walks.
- Children enjoy plenty of fresh air and exercise as they kick balls and run after bubbles. They learn to manage appropriate risks as they work out how to come

down a steep slope. Children develop their coordination skills and scream in delight as they run during a chasing game at a local park.

- The childminder is dedicated to improving her practice and regularly seeks feedback from parents. She adapts her provision to match the emerging needs and interests of children. The childminder conducts research to improve her setting even further. She monitors the practice of her assistant competently.
- Children develop good levels of independence and display a strong 'can-do' attitude. For instance, children wash up, rinse and dry their plates after lunch. They independently use knives to carefully cut their fruit into small pieces for eating. Children learn to wash their hands and understand the importance of following good hygiene routines.
- The childminder maintains good contact with parents about their children's care and development. For example, she sends parents daily photographs of the children engaged in play. Parents are particularly happy that their children learn to communicate in both English and Spanish. The childminder provides information to support children's learning at home. However, she does not seek extensive information from parents about their children's current achievements when they start, to help her precisely identify their starting points.
- The childminder has a strong understanding of how children learn and develop. Children are confident and ready for their next stage of learning and school. However, the childminder does not maximise the partnership with schools so that children's learning and development are shared more to further support their continuity in learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder fully understands her responsibility to keep children safe. She is clear about the procedures to follow if she has any concerns about a child's welfare. The childminder attends relevant training to keep up to date with safeguarding issues, such as protecting children from extreme views. She is vigilant in her supervision of children and makes sure the learning environment is safe and secure. Children practise emergency evacuation procedures regularly with the childminder. This helps children to know how to respond in a real emergency. The childminder and her assistant maintain valid paediatric first-aid certificates.

What does the setting need to do to improve?

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

- build on the information sought from parents on children's developmental starting points, to better inform the initial assessment and planning of activities
- establish more effective ways of sharing information to support children as they move on to school.

Setting details

Unique reference number	2553585
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10221604
Type of provision	Childminder
Registers	Early Years Register
Day care type	Childminder
Age range of children at time of inspection	1 to 4
Total number of places	6
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and works with her co-childminder and an assistant in Winton, an area of Bournemouth, Dorset. The childminder operates Monday to Friday, from 9am to 5pm, all year round, except for bank holidays, one week in December and one week in August. The childminder holds a qualification at level 3 and follows the Montessori ethos. She receives funding to provide free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Petra Morgan

Inspection activities

- This was the first routine inspection the childminder 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 spoke to the inspector about her curriculum and what she wants children to learn.
- The inspector observed the quality of education being provided and assessed the impact this was having on children's learning.
- The inspector took account of the views of parents.
- The inspector looked at relevant documentation, including the paediatric first-aid certificate and evidence of the suitability of adult household members.

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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