

Childminder report

Inspection date: 12 July 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The childminder provides a welcoming and homely atmosphere. On arrival, young children snuggle in for cuddles and settle quickly showing that they feel safe and secure. Parents are confident to leave their children here and state that the childminder brings them 'peace of mind'.

Activities are child-centred and the childminder has a playful attitude which the children love. The childminder promotes good behaviour. Children say 'please' and 'thank you' and cover their mouths when they cough as they are learning not to spread germs. Children behave very well at this setting.

Snack time is a social time and children demonstrate that they are making healthy choices as they discuss their favourite fruits. The childminder uses this time to promote independence as she encourages the older children to cut up strawberries and bananas and share them out for the group. Younger children are supported by the childminder to hold cutlery correctly. A child is delighted when he manages to cut a banana, saying 'I did it!'.

The childminder supports each child's learning and development by using her vast bank of knowledge and experience. As she knows the children extremely well, she knows how to pitch activities to keep children engaged in their learning.

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

- Children are quick to settle with this approachable childminder, allowing parents to confidently drop off at the door. The childminder has built strong relationships with families who trust her. She knows the children well.
- Babies flourish here from the moment they start their journey, as the childminder mirrors care routines followed at home. Children receive good support to develop their personal, social and emotional skills. They learn to share resources and are respectful to each other, as the childminder is a good role model. They are beginning to learn what makes them unique, and this grounding is preparing their resilience for later on in life.
- Using continual soft dialogue, the childminder helps the children to build their communication skills. She gently corrects toddlers who try words they have learned, so they get it right next time. The childminder notices children who are behind in their speech. She arranges help from early intervention and from another agency to get them back on track.
- The setting has a large garden where the children have learned that they need to water the plants for them to grow. The childminder has provided a water tray with different containers and tubes so children can test their early mathematical skills by pouring and seeing which cups hold less or more. She extends their

learning by providing ice and suggesting new concepts, such as floating and melting.

- The childminder has improved the way she assesses the children's abilities. She is now able to track the children's development and prepare activities, which help the children to learn and reach their next milestones. She informs parents of this learning, who can report on what their child can do at home. However, sometimes older children are not challenged enough, and her practice could be improved considering activities that test problem solving.
- Children enjoy being physically active. In the garden, they use ride-on toys and like pushing each other in the play vehicles as they role play. They look for numbered shells in the sand pit and help the childminder to count them up. The childminder has provided different ways for children to be creative with paints and differently sized brushes. Children enjoy painting with water on the large blackboard and look in awe as their artwork disappears as it evaporates.
- Children enjoy regular walks to the park, woods and local town. They have opportunities to learn about different parts of the local area, such as the beach and local farms. Children learn about the world around them but would benefit from more access to resources involving technology to prepare them for later life.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of child protection. The childminder attends regular online and face-to-face training to ensure her knowledge is up to date. She understands all areas of safeguarding, including county lines. She is confident about the procedure to follow if she has concerns about a child's welfare. The childminder ensures that her home is safe and secure, and she helps children to learn about keeping themselves safe. For example, on trips out, she teaches children about road safety and that all strangers can be potentially dangerous.

What does the setting need to do to improve?

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

- support children of all ages to use various ICT devices competently
- provide more problem solving and challenging activities for older children.

Setting details

Unique reference number	100419
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10219971
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 4
Total number of places	6
Number of children on roll	9
Date of previous inspection	6 September 2016

Information about this early years setting

The childminder registered in 1995. She lives in Bournemouth, Dorset. She operates Tuesday to Thursday, from 7:30am to 5:30pm, all year round. She is in receipt of funding for children aged two and three years.

Information about this inspection

Inspector

Fiona Whitwell

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder showed the inspector around the areas of her home used for childminding and explained her intentions for children's learning.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector observed a range of activities and interactions between the childminder and children, to help evaluate the quality of education.

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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