

Childminder report

Inspection date:

21 July 2022

Overall effectiveness

Requires improvement

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 are happy and confident. They benefit from the childminder's warm and caring manner, which helps them to feel secure. The childminder links with parents to find out about children's individual needs before they start, such as their likes and dislikes. She uses the information to help children settle quickly. However, she does not plan learning experiences that provide sufficient challenge to promote children's learning effectively.

Children independently choose books. They happily cuddle up to the childminder to look at pictures in the book and hear a story. However, the constant distractions within the play space prevent the children from concentrating on what they are doing. Children behave well. The childminder develops children's understanding about the differing needs of others, and helps them learn to respect others.

The childminder had periods of closure during the COVID-19 pandemic. She changed some of her routines when she started caring for children again, such as arrival and collection arrangements for the parents and children. This helped to minimise risks and ensure the good health of children attending.

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

- Children build positive relationships with the childminder, who is attentive to their individual care needs. This supports children's emotional development well. Children show developing independence as they learn to manage their personal care. For example, children develop skills for the future as they learn to wash and dry their hands. The childminder offers sensitive support to children and praises their achievements. This helps to boost the children's self-esteem.
- Children have access to a suitable variety of play opportunities. The childminder provides learning experiences that generally take account of children's interests. She observes the children in their play, and has a sufficient understanding of what she wants them to learn. However, the childminder does not plan activities with suitable challenge. For example, children select different numbers and can easily match them to the corresponding number shape on the puzzle. The childminder repeats the activities several times, but does not adapt the activity to extend children's learning effectively. Children lose interest and do not want to engage in the activity. As a result, children do not make as much progress as possible in their learning.
- The childminder interacts with children appropriately to promote conversation. She talks to children as they play, helping them to use language clearly to communicate. However, the television is constantly on during the inspection, and this causes distraction and stops children listening well. For example, during a story, children continually look at the television programme and interrupt the

story. As a result, children lose concentration and do not benefit from the enjoyment of the story.

- Children go on regular outings around their local community. This provides them with different learning experiences and helps widen their understanding of the world around them. For instance, children go on trips to local parks and soft-play centres, where they are able to access a range of larger play equipment. This helps children to develop their physical skills.
- The childminder links effectively with parents to involve them in their children's learning. For example, she regularly shares photos and videos of the children in their play to keep the parents informed about their children's day. Parents are happy with the service the childminder offers. They comment how their children have developed 'a strong bond with the childminder'.
- The childminder understands the importance to continue to reflect on her practice. She completes training to refresh her knowledge and skills, such as paediatric first aid. The childminder welcomes support from the local authority to help her make improvements. She links closely with other childminders to share ideas and consider ways to develop her provision.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is effective. The childminder completes training to help to update her knowledge of safeguarding issues. She has a sufficient understanding of child protection policy and procedures to ensure she is able to take appropriate action in the event of a concern. The childminder is clear of her responsibility to keep children safe, such as when on outings.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

| | Due date |
|---|------------|
| ensure activities are challenging and supportive of children's individual learning needs, to help them all make consistently good progress. | 31/10/2022 |

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

- review the organisation of the play areas to minimise the background noise and enable children to concentrate on their play without distractions.

Setting details

| | |
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| Unique reference number | 141022 |
| Local authority | Dorset |
| Inspection number | 10062651 |
| 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 | 2 to 4 |
| Total number of places | 6 |
| Number of children on roll | 4 |
| Date of previous inspection | 10 May 2016 |

Information about this early years setting

The childminder registered in 1999. She lives in Blandford Forum, Dorset. The childminder operates all year round, from 7.30am until 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a level 3 qualification.

Information about this inspection

Inspector

Dinah Round

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 provider and has taken that into account in her evaluation of the provider.
- The childminder explained how her early years provision is organised. The inspector held a learning discussion with the childminder on how she supports the children's learning and development.
- The inspector spoke to the children at appropriate times during the inspection.
- A range of documentation was reviewed, including suitability checks and paediatric first-aid qualifications.
- The inspector took account of parents' views about the childminder's setting.

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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