

Childminder report

Inspection date: 2 August 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

Children are well cared for by the friendly, welcoming childminder and her two assistants. Children settle quickly to play and initiate their own games. They play cooperatively. For example, they help each other to build a train track, using tunnels and making bridges. Children start to solve simple practical problems in their play, such as when they look for a straight or curved piece of track to fit together. The childminder provides a broad curriculum to support children's learning and provides a range of activities to follow their interests. For example, children show interest in sea life and enjoy going with the childminder to the oceanarium. They show fascination as they see the colourful fish, sharks, crocodiles and penguins that live there and talk about these with the childminder.

Children show great excitement when waving a large bubble wand back and forth to create a trail of colourful bubbles that float across the garden. They like to try and catch the bubbles and giggle when they pop in their hands. Children have fun going on a bus with the childminder into town. They learn about paying for tickets and that they have to sit sensibly on the bus in case it stops suddenly.

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

- The childminder reflects on her practice well to make improvements. For example, since the last inspection, she has developed the use of the outdoor play area to provide more opportunities to support children's interests and learning.
- The childminder continues to develop her own knowledge and understanding. For example, she has completed training to learn a simple sign language, which helps her to support all children's communication. Children develop their communication and language skills well. Babies respond positively through gestures and good eye contact with the childminder and her assistants. Toddlers begin to repeat familiar words and older children show interest in learning new vocabulary, such as 'chrysalis' and 'cocoon'.
- Children develop their imaginations well in play. They like to play in the outdoor play house and giggle with their friends as they make pretend meals in the toy kitchen. They tell the childminder about the 'dinosaur' they have made out of colourful plastic pots.
- Parents give positive written comments about the childminder. They comment that their children flourish in her care, and she is extremely professional and dedicated to them.
- The childminder and assistants build positive relationships with children. However, at times, they are not all deployed well to promote children's learning more effectively, such as to encourage their participation in large-group singing activities as well as possible.

- Children develop a good understanding of the world. They like to go for walks to a nearby nature reserve with the childminder and feed the ducks on the pond. Children show interest in life cycles. For example, they help to look after caterpillars and see how these grow into a beautiful butterfly.
- Children enjoy physical exercise and have fun joining in music and movement activities. They show great delight when pretending to sleep and then jumping up to hop like a rabbit. They thoroughly enjoy dancing and jumping to a favourite pop song.
- The childminder gives a proactive approach to supporting children's emotions. She helps them to find ways to safely manage their feelings. Children recognise the tidy-up song and help to put their toys away. Older children are helpful and fetch drinks for their younger friends. However, occasionally, the childminder's assistants do not give children enough warning or time to finish their self-chosen play to their own satisfaction, such as when taking them to change their nappies.
- The childminder supports children's specific needs well. She has reviewed children's access to the outdoor play area. This led her to use specific funding for children with special educational needs and/or disabilities to provide a more inclusive environment. For example, she has created a decking area in the garden that children can access directly from the playroom. This helps all children to benefit from outdoor play activities.

Safeguarding

The arrangements for safeguarding are effective.

The childminder continues to keep her knowledge of safeguarding issues up to date. She is clear about the procedures to follow for any arising concerns and who to contact about any concerns. The childminder supports her assistants effectively to help them understand their roles and responsibilities. The childminder completes risk assessments and has ensured her home is secure for children. She has recently reviewed and updated her risk assessments and made changes to help minimise accidents. The childminder's setting stayed open during the COVID-19 pandemic for keyworker children and kept in contact with all parents and families. For example, she provided activities for children to do at home. She has continued to follow appropriate hygiene routines with children to support the prevention of spreading infection.

What does the setting need to do to improve?

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

- review the deployment of assistants to ensure they recognise when and how to fully support children's participation and learning at all times, such as in larger group activities

- review the organisation of parts of the day to minimise interruptions to children's activities and enable them to finish their self-chosen play to their own satisfaction.

Setting details

Unique reference number	EY461384
Local authority	Dorset
Inspection number	10217651
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	0 to 3
Total number of places	5
Number of children on roll	15
Date of previous inspection	29 September 2016

Information about this early years setting

The childminder registered in 2013. She lives in Poole, Dorset. She is available to provide care from Monday to Friday, 7.30am until 5.30pm, all year round. The childminder receives funding to provide early years education for children aged two, three and four years. She holds an early years qualification at level 3. The childminder works with two assistants.

Information about this inspection

Inspector

Mary Daniel

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 inspector and childminder discussed how the curriculum is delivered and the impact of this on children's learning.
- The inspector and childminder completed a joint observation and discussed the quality of teaching.
- The inspector took into account the written views of parents.
- The inspector viewed a sample of documentation, including qualifications and first-aid certificates.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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