

Childminder report

Inspection date: 17 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 settle quickly and with ease with the childminder and her co-childminder in the welcoming environment. Children have good relationships with each other and the childminder as they engage in activities which ignite their curiosity. Children are well behaved and enjoy the close friendships they make with one another. They learn how to share and take turns. Older children are caring and nurturing towards younger children.

Children benefit from a broad curriculum which is based on their interests and next steps in learning. Children move around the home and garden choosing activities and resources to develop and try out their ideas. They make marks with chalks on the patio outside and identify colours and shapes. They squeal with excitement as they chase bubbles which they have made, using a large wand. Children enjoy being outdoors and active. They learn about the importance of drinking plenty of water and staying safe in the sun. Children are happy and confident with the childminder and enjoy their time with her. The childminder has high expectations for every child and provides additional support where required to close any gaps in children's development. Children make good progress from their individual starting points.

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

- The childminder continually talks with the children as they play, which extends their vocabulary and understanding well. She introduces words such as 'big' as the children make sandcastles. They use a wide range of tools to cut and manipulate the sand, which develops their fine motor skills. The childminder encourages children to identify and recognise animals as they play with small figures. She gives children lots of praise and encouragement to build on their confidence and self-esteem.
- Children develop a love of singing and enjoy action rhymes. They take it in turns to choose an item from a bag and sing enthusiastically as they pretend to be a scarecrow or a monkey jumping on a bed. This helps to broaden their vocabulary and supports them to acquire good language skills.
- Children thoroughly enjoy being outside. They plant and grow different vegetables in the garden. They roll a ball to knock down skittles, which develops their hand-to-eye coordination. However, children do not have many opportunities to count and use numbers in their play.
- The childminder makes good use of observations and assessments to identify children's level of development. She uses the information she gathers well to develop her understanding of what children need to learn next. The childminder interacts well with the children to extend their learning. For example, she supports younger children well to develop their core strength, which helps them

to develop good physical skills.

- Partnerships with parents are good. The childminder works closely with parents to find out about children's individual needs. This helps her to provide tailored and individual support to children. The childminder ensures that there is a good two-way flow of communication between herself and the parents to help them feel involved and children feel secure.
- The childminder and her co-childminder regularly evaluate their provision together. The childminder has successfully addressed the recommendations from her last inspection and is always looking for ways to improve her knowledge and skills further. The childminder and her co-childminder have looked at ways in which they can provide further activities to support children's emotional well-being and are considering introducing yoga. This will also help to build children's core strength for good posture and overall physical fitness.
- The childminder is a good role model to the children and is kind and caring in her approach. Children follow the good example that the childminder sets, and their behaviour is good. They follow instructions well and take turns with toys and resources.
- Children follow thorough hygiene routines and learn about the importance of physical exercise. They have opportunities to play with dental kits as they learn about good oral health and hygiene. They learn about healthy eating through discussion and develop their social skills at mealtimes.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of how to identify safeguarding concerns and is knowledgeable about child protection issues. She completes regular training to keep her safeguarding knowledge up to date and is familiar with the signs or symptoms that may mean a child is at risk of harm. With her co-childminder, she carries out risk assessments to ensure that the environment is safe for the children to play and learn. She supervises children well and encourages them to keep the environment tidy to minimise hazards.

What does the setting need to do to improve?

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

- provide more opportunities for children to count and use numbers.

Setting details

Unique reference number	EY537817
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10250051
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 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	17 September 2018

Information about this early years setting

The childminder registered in 2016 and lives in Poole, Dorset. The childminder works from the home of her co-childminder. The childminder operates from Monday to Friday for most of the year. She holds a relevant qualification at level 3.

Information about this inspection

Inspector

Michelle Heimsoth

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 their evaluation of the setting.
- The childminder and the inspector discussed the childminder's curriculum and her intentions for children's learning.
- The inspector and childminder carried out a joint observation together of a planned activity.
- Parents shared their views of the setting through written feedback.
- The inspector sampled a range of documentation that the childminder uses to support her in meeting the requirements of the early years foundation stage.
- The inspector spoke with the childminder, her co-childminder and children at convenient times during the inspection.

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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