

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 are very happy and settled in the care of the childminder and her co-childminder. They benefit from a wide curriculum and enjoy exciting activities which are based on their interests. Children form positive relations with one another and behave well. They focus well on what they are learning for increased periods. For example, children show an interest in bubbles. They excitedly wave a large bubble wand back and forth to create a cluster of colourful bubbles which float upwards and across the garden. They squeal excitedly as they try to catch the bubbles in their hands.

Children enjoy going on outings, where they meet and learn about a range of animals. They practise their climbing and balancing skills on outdoor equipment, which develops their self-confidence and independence.

During the COVID-19 pandemic, the childminder closed her setting for a short time. She continued to keep in touch with the children and their families through phone calls and video meetings. Although the parents currently do not come into the setting, there is good communication between the childminder, her co-childminder and parents so that children feel safe and secure.

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

- The childminder supports children to become confident communicators. She completes puzzles with the children and introduces new words, such as 'dreadlocks' as they look at the different people they can see.
- Children have a love of books and stories. The childminder helps children to identify animals in a story, such as a zebra and an ostrich. Children talk about the fruit they like to eat, such as pineapple, and repeat words such as 'avocado' as they learn about new fruit and vegetables. This helps them to acquire good language skills.
- Children thoroughly enjoy exploring a range of materials to create pictures. The childminder supports children well to identify different colours of paint and the different shapes of the paint dabblers. She gives them lots of praise and encouragement for sharing the resources and children are proud of the pictures they create. Although the childminder labels children's pictures and they see words in the environment, she does not encourage children to begin to link sounds to letters to further develop their love of literacy.
- The childminder monitors children's progress effectively. She gets to know the children well and provides a range of activities which successfully build on what they already know and can do, to extend their learning further. For example, children use toothbrushes and models of teeth to learn about the importance of good oral hygiene.

- Partnerships with parents are strong. Parents appreciate the childminder's support and guidance on issues such as potty training or the use of a dummy. They love the activities that the childminder provides and are very happy with the progress that their children make.
- Children learn about the importance of living a healthy lifestyle. They engage in conversation with the childminder about healthy eating and follow good hygiene routines.
- The childminder, in liaison with her co-childminder, reflects on her practice well to make improvements. For example, since her last inspection, she has helped children to develop their independence more effectively. Children dress themselves for outside play, they proudly use a water dispenser for themselves and independently choose from a wide range of resources and activities. This has helped the children to have a can-do attitude to learning.
- The childminder continues to develop her knowledge and skills. For example, she has recently explored the idea of introducing yoga to the children to boost their self-esteem and support their emotional well-being.
- Children behave well. The childminder and her co-childminder are good role models who help the children to understand how to behave. Children are kind and respectful. Older children help the younger ones to achieve.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role and responsibilities to keep children safe. She keeps her safeguarding knowledge up to date and can recognise the signs or symptoms which may be a cause for concern. The childminder is clear about the procedures to follow if she is concerned about a child in her care. The childminder supervises children appropriately and carries out thorough risk assessments on her home and for any outings she has with the children. This helps the childminder to provide a safe and suitable environment for children to play and learn.

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 link sounds to letters.

Setting details

Unique reference number	109749
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10217649
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 3
Total number of places	6
Number of children on roll	2
Date of previous inspection	13 September 2016

Information about this early years setting

The childminder registered in 1992 and lives in Poole, Dorset. She operates from Monday to Friday for most of the year. The childminder works with a co-childminder.

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 the childminder jointly observed 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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