

# Childminder report

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Inspection date: 23 August 2022

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<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 relaxed environment where children settle quickly as if they are at home. Parents state that the childminder is like another family member and children thrive on the strong bond she has with them. Children show they are happy and secure and demonstrate this with chatty curiosity when the inspector arrives.

Children are eager to join in activities as the childminder has planned them with their interests at heart. Therefore, children are engaged and enthusiastic to begin learning. They enjoy making muffins, chattering amongst themselves politely as they stir mixtures in their bowls, having counted out spoonfuls of oats. When the childminder reveals that she has a special ingredient, the children wonder aloud about what it could be. 'Have a guess!' one child exclaims. The childminder has high expectations of the behaviour of the children, who are polite and have learned to take turns and share.

There are ample opportunities for fresh air and the children love playing in the garden, on the swing or on the ride-on toys. They use their imagination to fix the goals when they play football. The childminder helps the children to learn about nature and they grow their own fruit and vegetables. Children proudly tells me that 'the tomatoes are doing well'.

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

- The childminder forges strong bonds with each child in her care. She notices if a child is in danger of falling behind in an area of learning and liaises with the family and agencies to take action. As a result, children are supported appropriately and reach their milestones.
- Children are beginning to learn right from wrong and what will make them good citizens of the future. For example, when younger children are upset at losing a ball, the older ones notice and find him a replacement. They learn to share and are respectful to each other as the childminder is a good role model. Diversity is celebrated and each child is beginning to learn about what makes them unique. This promotes the children's self-esteem and learning about life in modern Britain.
- The children have rich vocabularies, and they test out new words confidently knowing that if they get it wrong, the childminder will softly correct them. The children chatter excitedly when making muffins. However, the childminder sometimes misses opportunities to extend activities by teaching the children about the wider world. For example, when talking about where some of the ingredients come from, such as eggs and milk.
- The childminder provides a rich variety of activities covering all areas of learning.

By frequently checking the children's understanding, she is careful to ensure that the children are comfortable with simple concepts before moving on to something more challenging. Therefore, the teaching is well sequenced and children's knowledge is embedded.

- When an activity provokes problem solving, the childminder allows the children time to consider the possibilities. The children are resilient in their learning as they have a secure bond with the childminder, who will praise them for trying. The childminder has therefore successfully prepared the children for their next stage in education.
- The childminder knows the children well so can assess each child's progress and take steps to develop areas which need targeting. She shares this learning with parents who report on what their child can do at home.
- Children enjoy being physically active outside. When not playing in the garden, the childminder takes them on outings to a variety of parks and places of local interest. Children talk animatedly about a recent trip to the library.
- The childminder effectively reflects on her practice and rectifies any gaps in her own learning. As a result, she has improved her teaching and outcomes for the children in her care. She has high expectations of all children in her care.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder has a good understanding of safeguarding and attends regular training to ensure her knowledge is up to date. She can recognise signs and symptoms when a child might be a risk of harm. If she has concerns for a child's welfare, she knows which procedures to follow and who to contact. 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 the importance of wearing helmets when they cycle.

## **What does the setting need to do to improve?**

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

- make better use of opportunities with children to expand their knowledge and understanding of the wider world.

## Setting details

<b>Unique reference number</b>	EY360295
<b>Local authority</b>	Bournemouth, Christchurch & Poole
<b>Inspection number</b>	10235132
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	6 October 2016

## Information about this early years setting

The childminder registered in 2007. She lives in Bournemouth, Dorset. She provides care each weekday throughout the year, from 7.30am to 5pm. The childminder holds a qualification at level 2.

## 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 the pandemic with the provider and has taken that into account in their evaluation of the provider
- The childminder spoke to the inspector about their intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The inspector spoke to several parents during the inspection and took account of their views.

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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