

Childminder report

Inspection date: 13 September 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 with the caring and energetic childminder. They settle very quickly and build strong, trusting relationships with her. The childminder focuses well on the children's care needs and ensures that children are emotionally secure and safe.

The childminder is clear about what she wants children to learn when with her. Her sensitive and supportive approach encourages children to be kind, share and take turns. Children benefit from the good range of interesting activities the childminder exposes them to and learn how to play safely.

Children enjoy the interesting range of resources and activities the childminder provides. They are confident to explore the areas of the childminder's home available to them, knowing the childminder is always on hand to guide and help them. The childminder's sensitive and loving approach means even those children who have only just started are secure, comfortable and happy. For example, children who only started with the childminder this week move about her home to look at books, complete puzzles and engage in imaginative play. Children make good progress from their starting points.

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

- There are effective partnerships with parents. The childminder works closely with parents to meet the children's needs. She regularly seeks their views about her provision to help her make improvements. The childminder obtains useful information from parents to help her settle children and provide activities and support relevant to their interests. This is extremely successful, as new children are very comfortable and at home with her. The childminder shares children's learning with parents and ideas for continuing learning at home. Parents are very happy with the care their children receive and the support from the childminder.
- The childminder focuses her curriculum on developing children's independence to do things themselves and initiate their own play, following their own ideas. She is keen to ensure that children are kind and develop friendships and positive relationships with others. The childminder makes sure she includes frequent outdoor learning opportunities for children to run and explore freely as they learn about the world around them.
- Children are developing positive relationships with each other. Even those who have only just started with the childminder respond kindly to others, learning to share and take turns. They happily allow others to join them, and laugh and help each other as they fill pots and 'fix the house' using toy DIY tools. The childminder interacts with them, successfully developing and extending their

language and vocabulary.

- The childminder plans and provides stimulating activities that capture children's interest and curiosity. For example, she supports children to explore dry pasta using a wide range of different resources to fill and pour into different containers. Children develop good skills to improve their hand-eye coordination. For example, a three-year-old uses large tongs to pick up pieces of pasta and move them into a pot. Another child is delighted to find hidden numerals in the pasta. The childminder provides good challenge for children to experience new things, but, at times, she tries to include too much and loses focus on what the individual children need to learn next.
- Children develop good communication and language skills. They learn new language during lively and energetic singing and dancing sessions. They confidently talk about the 'Gruffalo' storyline, about what is in their lunch boxes and ask for help when needed. However, at times, the childminder is too quick to jump in with answers to her questions or to do things for the children before they have had an opportunity to solve the problem or think of a solution themselves.
- Self-evaluation is effective. The childminder successfully reflects on her skills and impact on children to help her make changes. This has helped her to provide more open-ended learning opportunities for children during planned activities. Children think more imaginatively during craft activities. For example, they make their own faces using everyday materials, meaning their creation is unique to them.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is clear about her responsibility to safeguard children and protect them from harm. She keeps her knowledge up to date and is clear about the procedures to follow should she have a concern about a child in her care. The childminder risk assesses her home to ensure children play in safe spaces. She supports children well to learn how to play safely so they understand how to adapt their behaviour, for example not to throw things. The childminder supervises children closely, so she knows they are safe.

What does the setting need to do to improve?

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

- be clearer about the focus of planned activities to target support, challenge and children's next steps more closely
- allow children more opportunities to solve problems for themselves before stepping in to help.

Setting details

Unique reference number	EY442910
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10217652
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	6
Date of previous inspection	3 October 2016

Information about this early years setting

The childminder registered in 2012 and lives in Poole, Dorset. She offers care from Tuesday to Friday, from 7.30am to 5.45pm, throughout the year. The childminder provides free early years education funded places for three-year-old children.

Information about this inspection

Inspector

Janet Armstrong

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 childminder.
- The childminder and the inspector discussed the childminder's curriculum and her intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided indoors and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the childminder.
- Parents shared their views of the setting with the inspector and completed questionnaires provided by the childminder.
- The childminder provided the inspector with a sample of key documentation on request.

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
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