

Childminder report

Inspection date:

8 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 settle well and feel safe and secure in the childminder's care. They benefit from the childminder's warm, caring and nurturing environment. The childminder finds out about children's interests and routines before they start and uses this information well to decide what children need to learn next. Children enjoy a wide range of exciting and motivating activities to support them to make good progress in their learning.

Children behave well. The childminder helps children learn to share and take turns with toys and resources, and how to value and respect the needs of others. Older children are kind and considerate as they play alongside the younger children. For example, older children spontaneously join in a game of peekaboo with the babies, who smile and giggle in response, which helps build good relationships.

The childminder remained open to key workers during the COVID-19 pandemic. She made regular contact with parents and children not attending to share ideas for activities and stories. The childminder continued to assess children's development and support their emotional well-being. She remains quick to notice when someone needs a cuddle or extra reassurance during the day.

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

- The childminder knows children well and clearly understands what she wants children to learn. She plans a broad curriculum and stimulating environment that helps children to move on to the next step in their learning. Children are happy, active and motivated to learn.
- Children flourish in the childminder's care. The praise and ongoing encouragement they receive from the childminder boosts their confidence and self-esteem well. Younger children and babies explore with confidence and seek out the childminder when they need support and comfort. Older children gain confidence in their abilities as they learn how to do things for themselves. For example, children persevere to zip up their coats or fix the top on an aeroplane toy, and proudly tell others 'I did it on my own'.
- The childminder constantly engages children in purposeful conversation. She interacts well with babies, talking to them, copying their sounds and babbles to encourage their early conversations. The childminder introduces older children to new words as they play to help build on children's language skills. However, at times, when she asks a question, she does not always allow children sufficient thinking time before jumping in to say something.
- Children enjoy lots of outdoor play activities. They learn about the natural world through hands-on learning experiences. For instance, they go on regular outings where they look for insects and learn why water has evaporated from the pond.

Children collect natural materials on their walks and use these for their creative activities. For example, children use their imagination to create models from the resources, such as 'an owl' from pine cones.

- Children develop a positive approach to keeping safe and healthy. They understand the importance of washing their hands before eating. The childminder works closely with parents to promote good oral health for children. For example, she provided parents with information about teeth cleaning so they could support their children's healthy routines at home.
- The childminder establishes good relationships with parents. She provides them with regular updates about the activities children have enjoyed and their achievements. This is through daily discussion and sending regular emails and photos. The childminder provides information for parents on ways they can get involved in their children's learning, such as providing books to read together at home.
- Children confidently use number in their play. They regularly count and use their fingers to represent numbers. The childminder interacts with children well to model mathematical language and extend their learning further.
- The childminder reflects well on her practice to make improvements. For example, she has introduced more natural resources to encourage children's creativity and imagination further. The childminder continues to seek additional opportunities to further her knowledge, such as completing online webinars.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibilities in relation to child protection. She keeps her knowledge of safeguarding up to date through training. The childminder knows the signs and symptoms that may indicate a child is at risk of harm, and how to report any concerns. The childminder regularly assesses her home for any hazards to help her keep children safe. She follows clear procedures to help ensure that outings, and trips in her vehicle, are safe.

What does the setting need to do to improve?

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

- give children enough time to process their thoughts, to enable them to respond to questions and express their ideas.

Setting details

Unique reference number	EY441610
Local authority	Dorset
Inspection number	10214441
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 7
Total number of places	6
Number of children on roll	11
Date of previous inspection	12 September 2016

Information about this early years setting

The childminder registered in 2012. She lives in Colehill, near Wimborne, Dorset. The childminder offers care from 7.30am to 6pm, Monday to Friday. The childminder receives funding to provide free early education for children aged three years. The childminder is qualified to level 3 in childcare and education.

Information about this inspection

Inspector

Dinah Round

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 setting and has taken that into account in her evaluation of the setting.
- The childminder explained how her early years provision is organised. The inspector held a learning discussion with the childminder on how she supports the children's learning and development.
- The inspector spoke to the children at appropriate times during the inspection.
- A range of documentation was reviewed, including suitability checks and paediatric first-aid qualifications.
- Parents were informed of the inspection and encouraged to share their views about the childminder's setting with the inspector.

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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