

Childminder report

Inspection date:

13 September 2022

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is good

Children arrive excited to begin their day in a safe and homely environment. They take great delight when greeting their peers and selecting their familiar transition toy. For example, the childminder provides a transition bear for children to cherish throughout their time at the setting. The impact of this helps children to quickly build attachments and a sense of belonging. Children benefit from the childminder's play-based curriculum, which values the essential knowledge and skills they need to learn. This includes children developing the skills to treat each other with respect and tolerance. As a result, children develop the ability to listen to each other's point of view, problem-solve and take turns independently. For example, older children adapt games to ensure resources are shared fairly, and that all children have a go.

Children experience the opportunity to learn about cultures and faiths that are important to them and others. This enables children to gain a rich understanding of the world around them. Children with English as an additional language benefit from hearing their own language in the setting and sharing experiences that are special to them. For example, the childminder works with parents to learn key words from the children's home language to use with all children at the setting.

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

- The childminder consistently promotes opportunities to develop children's communication and language skills. For example, during adult-led times, the childminder listens carefully to children's responses and extends their sentences, or introduces challenging vocabulary to build upon what children already know. Children independently practise their communication and language skills through role play and loose parts, pretending to talk to each other on the telephone.
- Children are well supported through a clear planning, observation and assessment process, which enables the childminder to identify any additional support that children may need to thrive. For example, the childminder works closely with parents to support children's essential knowledge and skills, through sharing information about healthy eating, oral health and toilet training.
- Children feel comfortable and happy to express their views. They are confident around new people and feel secure in the setting to communicate, ask questions and explore. Children freely access the learning environment to play with what they know. For example, they explore the cars and loose parts to build roads and slopes to investigate 'fast' and 'slow'. They excitedly discuss what they remember from the day before and what they would like to try next.
- Children explore number rhymes and finger play, which enables them to develop a secure understanding of numbers. The childminder provides extra challenge for older children to use their number skills to solve simple problems, such as

working out how many monkeys are left. The development of these skills help children to solve real-life mathematical problems, such as how many tables and chairs they need to set for snack time.

- The childminder brings books to life through creating experiences, such as from the book, *The Who Came to Tea*, where children eat sandwiches and drink from a china teapot. Parents benefit from taking home carefully-made story sacks to support the love of reading at home. As a result, children enjoy listening to stories to further develop their literacy skills.
- Children respond well to effective hygiene practices, which supports their understanding of staying healthy and becoming independent when using the toilet. Younger children are content during nappy changing routines. However, the childminder does not always use this as an opportunity to connect, teach and check in with children.
- Children benefit from using their whole body to make marks. The childminder encourages children to engage in sensory experiences using paint to help develop their early mark-making skills. However, the childminder misses opportunities to build upon these skills, and does not always add enough challenge, to support children's further development in early writing.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures they have the most up-to-date information to manage allergies in the setting. There are clear procedures in place to ensure children's dietary requirements are well managed. The childminder seeks permissions for the use of photos to share with parents through an online sharing platform. She works closely with parents and children to promote online safety. The childminder regularly keeps up to date with relevant training to ensure she can recognise the signs of abuse, and follows robust policies and procedures to keep children safe. This includes referring to relevant agencies if there was a concern about adults working or living on the premises.

What does the setting need to do to improve?

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

- build upon the early mark-making skills children experience and add further challenge, to support the development of their early writing skills
- develop intimate care times to further connect with children and support their individual next steps in development.

Setting details

Unique reference number	EY463581
Local authority	Dorset
Inspection number	10216171
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 10
Total number of places	12
Number of children on roll	7
Date of previous inspection	19 January 2017

Information about this early years setting

The childminder registered in 2013. She lives in Salwayash, near Bridport, Dorset. The childminder provides childcare each weekday, 48 weeks of the year. She receives funding to provide free early years education for children aged two, three and four years. The childminder holds a relevant early years qualification at level 3.

Information about this inspection

Inspector

Rebecca Lihou

Inspection activities

- This was the first routine inspection the provider 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.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a communication and language activity with the childminder.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the setting with the inspector.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.

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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