

# Childminder report

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Inspection date: 21 September 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**

Children are happy and settled in the childminder's home. They have a warm bond with her and confidently separate from their parents and carers. Children independently explore the toys and resources the childminder provides for them and respond positively to the affection and praise she gives them. For example, they clap, smile and shout 'yeah!' when they complete a challenging activity such as stacking a pile of cups.

The childminder knows the children very well and plans activities that follow their interests. She creates an environment where children enjoy their play and learning. Children are keen to share their learning and experiences with her. For example, they bring her favourite books to read and show her how they can make towers. Children are well behaved and respond well to the childminder, who treats them kindly and with respect. They benefit from the childminder's consistency, which supports them to be kind, share and take turns.

Children are developing a strong sense of self and enjoy looking at and communicating about photos of themselves and other children. They enthusiastically join in with action songs and ask the childminder to sing and repeat favourite rhymes. They express themselves creatively, such as spontaneously dancing to the music produced by the electronic toys they independently operate.

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

- The childminder uses her garden and the local environment to provide motivating opportunities to support the children's learning. She takes them on daily walks, including to the river. This helps to enhance their knowledge and understanding of the world, builds on their physical skills and promotes their language development.
- The childminder helps the children to learn the importance of keeping themselves safe. For example, when walking outside next to the road, they listen attentively to the childminder, responding immediately when asked to stop, hold the childminder's hand or buggy and look and listen for cars.
- Children are encouraged to develop a love of books and reading. They have access to a range of books. The childminder uses their interest in books to develop their vocabulary and early counting skills.
- The childminder has positive partnerships with parents. Parents comment that their children are happy and safe with the childminder. They report that their children love going to the childminder each day. They comment that children ask to go on days they do not attend. Parents value the communication the childminder shares with them about their children's learning and development. This helps to support children's learning at home.

- The childminder teaches children good hygiene routines, such as washing hands after going on a walk and after a nappy change for younger children. Older children have their own named towels on pegs and toilet-training routines developed in collaboration with parents.
- The childminder has working links with the local school and supports children's transition into school well. She understands how to help children when they need additional support, and communicates with parents, health visitors and other outside agencies to make sure children make timely progress. She attends online training to develop her own knowledge and skills and uses strategies gained from this to support individual children and shares these with parents.
- The childminder uses the available space in her home well to provide room for children to play and learn both indoors and outdoors. The garden is used daily for water, sand and messy activities to support children's creative development. Children regularly use a range of physical play equipment and are developing good gross motor skills, balance and coordination. Children have wet weather clothes to enjoy these opportunities all year round. A gazebo is used for shade in the summer.
- Children's communication is supported well, but opportunities are missed to support their use of spoken language to make requests and choices.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder understands her responsibilities in relation to child protection issues. She keeps her safeguarding knowledge up to date by attending regular training. She knows how to recognise signs that may indicate a child is at risk of harm and understands how to identify and report concerns about a child's welfare to keep them safe. She has a fire evacuation plan and conducts regular fire practices with the children. She regularly reviews and updates her medicine policy and records all accidents. These are shared with parents to promote children's well-being.

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

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

- review the accessibility of some toys and resources to provide children with more opportunities to use their spoken language to make requests and choices about what they want to play with.

## Setting details

<b>Unique reference number</b>	139251
<b>Local authority</b>	Dorset
<b>Inspection number</b>	10220857
<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>	1 to 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	13
<b>Date of previous inspection</b>	4 October 2016

## Information about this early years setting

The childminder registered in 1999. She lives in the village of Charminster, near Dorchester, Dorset. The childminder works on weekdays all year round.

## Information about this inspection

### Inspector

Mikaela Jauncey

### 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.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector held discussions with the childminder throughout the inspection and discussed how the curriculum is planned and implemented and how children's progress is monitored.
- The inspector played with and spoke to children and joined the childminder on a local walk.
- The inspector observed interactions between the childminder and children.
- The inspector spoke to parents.

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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