

Childminder report

Inspection date: 29 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 safe and happy in the childminder's care. They separate well from parents and engage in their self-chosen play. Younger children wave from the window when their friends arrive. Children have a strong bond with the childminder. She gives them affection and reassurance during their time with her. She provides a challenging and exciting environment for children to grow and learn in. They show confidence in selecting their own toys; for example, younger children take themselves to a quiet space to look at books. Children enjoy the outside area. They feed the chickens and take safe risks in their physical play. Children's behaviour is good, and they benefit from the structured routines and consistent boundaries. For example, they are learning to share and clap when they pass a toy to a friend. The childminder supports children to wipe their noses and wash their hands independently. This promotes their good health. She celebrates each child's uniqueness. Children respond to the praise the childminder gives them, and persevere with new or difficult tasks. For example, she encourages the younger children to put on their own wellies.

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

- The childminder has a secure knowledge of each child she cares for. She takes time to learn about each child's experiences, routines, and interests at home and builds on this. This helps them to settle.
- The childminder uses her understanding of child development to extend children's learning. She knows what the children already know and plans activities to widen their knowledge and skills.
- Children are keen to engage and interact with the childminder. The childminder uses these opportunities to extend their language and their vocabulary. For example, they copy actions and point to body parts as they sing nursery rhymes.
- The childminder's caring and playful interactions encourage children to try new experiences, which helps them become confident learners. For example, younger children climb onto the swing by themselves.
- The childminder creates a calm environment where children feel safe. For example, she plays classical music when it is nap time and offers children a choice of soft toys. Children recognise this routine and make themselves comfortable to rest.
- Children seek the childminder out to share their experiences and look to her for reassurance. They respond positively to her consistent boundaries.
- She plans the resources and environment to inspire and challenge children in all areas of learning. For example, they are keen to experiment with the musical instruments in the garden. They use chalk and crayons to make marks on a range of surfaces.
- The childminder encourages children's love of books. She presents a range of

books to stimulate children's interest. Children select books and look at them in the quiet room. They learn how to hold books and turn the pages.

- Parents are very positive about the childminder. They talk about how happy their children are and about the progress they are making. Parents appreciate the daily communication the childminder provides. They comment on the information the childminder gives them about their child's day, and their learning, and development.
- The childminder understands how to support children with additional needs. She works with parents and professionals to ensure she provides for these needs.
- The childminder promotes children's understanding of their own and different cultures. She works closely with parents and uses stories, celebrates festivals, and encourages children to try unfamiliar foods.
- Children are excited to play with a range of thoughtfully presented toys and resources. For example, they play with a selection of toy animals, animal books, puzzles and hats or paper and crayons, which develop their understanding, knowledge, and skills in all areas of learning.
- The childminder plans a good range of activities to meet children's interests and needs. However, she misses opportunities to use children's interest in technology to extend their learning, particularly their language development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of child protection. She understands the signs a child may be at risk and knows the procedure to follow if she has concerns about a child's welfare. The childminder keeps her home clean and free from hazards and supervises the children well. Children are learning to keep themselves safe. For example, they slow down when walking down the steps to the garden. She regularly updates her policies and procedures for recording accidents and administering medicines, and shares these with parents to promote the 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:

- use children's interest in technology to extend their learning, especially their language development.

Setting details

Unique reference number	141084
Local authority	Dorset
Inspection number	10217653
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	12
Number of children on roll	6
Date of previous inspection	5 October 2016

Information about this early years setting

The childminder registered in 1991 and lives in Sturminster Newton, Dorset. The childminder provides childcare on Monday to Thursday, 8:00am to 5:30pm, for 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 an early years qualification at level 3.

Information about this inspection

Inspector

Mikaela Jauncey

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 setting.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder joined the inspector on a learning walk and talked to the inspector about her curriculum and what she wants children to learn.
- The inspector discussed with the childminder how she plans and teaches the curriculum, and how she monitors children's progress.
- The inspector spoke to children and parents.
- The inspector observed interactions between the childminder and children.

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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