

Childminder report

Inspection date: 4 October 2022

| | |
|------------------------------|-------------|
| Overall effectiveness | Good |
|------------------------------|-------------|

| | |
|--------------------------|-------------|
| 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 are happy and settled in the care of the warm and caring childminder. They feel safe and secure and share warm and close relationships with the childminder and one another. Children make good progress in all areas of learning and benefit from a wide range of learning experiences based on a broad curriculum. Children have many opportunities to explore safely and make free choices in their play. They demonstrate good independence skills and display a can-do attitude.

Children's behaviour is good. The childminder uses effective strategies and positive language to encourage children to behave well. For example, she says 'wow', 'brilliant' and 'well done' as children attempt to write their name on their paintings. Children have good opportunities to develop their physical skills as they ride on wheeled vehicles, skilfully negotiating pathways in the garden.

During the COVID-19 pandemic the childminder has maintained good communication with parents. Although parents do not come into the setting, the childminder ensures that she continues to provide them with information about their children's progress. This helps parents feel involved in their children's learning.

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

- Children enjoy activities that develop their creativity and imagination. The childminder knows how to spark children's curiosity and offers meaningful learning experiences. For example, children use a range of paints and animal-shaped sponges to create pictures. The childminder sounds out the initial letter of the children's names as they practise their early writing skills.
- The childminder knows the children well. She provides them with learning opportunities based on their interests, which she uses well to extend their development in all areas. Children go on walks to collect leaves and learn about the seasons. They look through binoculars as the childminder introduces words such as 'big' and 'small', which helps them to describe what they see.
- Children count in routines and activities. They count to 20 with the childminder as they wash their hands after playing outside or in preparation for lunch. The childminder encourages the children to recognise colours and they learn about size. However, they do not have many opportunities to learn about shapes.
- At times during the inspection, the floor became a little overcrowded with toys and resources. The childminder talked to the children about helping to tidy away to make a 'clear walkway'. However, the children easily became distracted, and mostly the childminder was left to tidy away on her own.
- The childminder encourages children in good handwashing routines and talks to

them about why this is important. Children are developing a good understanding of healthy eating as they engage in discussions with the childminder at mealtimes. They learn about the importance of fresh air and exercise, including visits to the park, the beach and farm. Children excitedly talk about going on a picnic and how they must wear a sun hat and sunscreen to keep themselves safe from the sun during the summer months.

- Partnerships with parents are positive. The childminder works well in partnership with parents to find out about their children's individual needs and routines. Parents are very positive about their children's experiences with the childminder. They comment that their children's speech has progressed since being with the childminder and how their children love attending.
- Children play well together. They share resources and take turns, developing good social skills. Children understand what is expected of them and like to please the childminder.
- The childminder regularly reviews her provision and evaluates what is working well and what she can develop further. She values her ongoing professional development and prides herself on keeping up to date with any changes. The childminder works well with the staff at the local school and pre-school to ensure consistency of the children's care and learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her role and responsibilities to keep children safe. She can recognise the signs or symptoms which may be a cause for concern and knows the correct reporting procedure to follow. She completes safeguarding training and keeps her knowledge up to date. She understands safeguarding issues, such as county lines and domestic abuse. The childminder checks her premises thoroughly to ensure they are safe and secure for children to play. She takes appropriate action to ensure children's safety when taking them on outings.

What does the setting need to do to improve?

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

- provide more opportunities for children to learn about and identify shapes, to support their mathematical development even further
- encourage the children more to take care of their environment, to minimise tripping hazards and ensure they consistently have enough floor space to develop and try out their play ideas.

Setting details

| | |
|--|---|
| Unique reference number | 109723 |
| Local authority | Bournemouth, Christchurch & Poole |
| Inspection number | 10234070 |
| 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 9 |
| Total number of places | 6 |
| Number of children on roll | 6 |
| Date of previous inspection | 25 January 2017 |

Information about this early years setting

The childminder registered in 1991. She lives in Poole, Dorset. The childminder offers care from Monday to Friday, for most of the year. She receives funding to provide early education for children aged two, three and four years.

Information about this inspection

Inspector

Michelle Heimsoth

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 childminder and the inspector completed a learning walk together to discuss the childminder's intentions for the children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Children and the childminder spoke to the inspector during the inspection.
- The inspector read written feedback from parents and took their views into account.
- The inspector sampled a range of documents.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022