

Childminder report

Inspection date: 6 October 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

The childminder provides a homely and stimulating environment in which children flourish. She is attentive to children's needs and responds quickly, for example when they need their nappy changing or a drink of water. Children have formed positive, close relationships with the childminder. They demonstrate their feelings of security as they play happily alongside her.

Children are motivated to learn. They are curious and investigate the toys available in a variety of different ways. Children are independent and have opportunities to make their own decisions about what they would like to play with. They behave well and they respond well to the childminder's calm and consistent approach.

When the childminder suggests that children go outdoors, they try eagerly to put their coats and wellies on. The childminder marks out a hopscotch grid on the garden path, and older children learn to recognise and write numbers one to 10. Younger children practise jumping and hopping along the grid.

The childminder is aware that due to the COVID-19 pandemic, some children had fewer opportunities to mix with other people, apart from family members. She understands that the behaviours children show may be due to how they are feeling. As a result, she provides lots of support, empathy and reassurance, to help children to settle happily.

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

- The childminder has relevant resources for the children, which are accessible. She plans a curriculum which is engaging. The childminder observes the children, their interests and development, and plans suitable activities as a result. She extends the children's learning, and they make good progress.
- The childminder supports children well while they are settling into her provision. She offers settling-in visits and uses this time to get to know the children and families, to allow her to provide the best care possible. The childminder helps children who are preparing for school to develop skills for their future learning. For example, she supports children to understand the alphabet and numbers beyond 10.
- Children develop good communication and language skills overall. The childminder models language well. When she reads children stories, she encourages them to repeat phrases in the book. However, at times, the childminder's questioning does not give the children enough time to respond. She often answers for the children or asks another question, limiting children's opportunities to use the language they have already acquired.
- The childminder has routines which support the children to feel secure. Children

respond positively when she asks them to tidy up and they learn to wash their hands before lunch. They sit together around a table with the childminder as they begin to learn about healthy food.

- The childminder is sensitive to children's individual needs. For instance, she provides cuddles and reassurance for children who are not feeling well, and contacts parents to collect them. This helps to minimise the spread of any illnesses.
- Parents comments that the childminder communicates effectively with them. She shares photos of the children as they learn and play at her setting. The childminder discusses children's progress and supports parents to help children learn. For example, she works with parents to support children's development, such as potty training and social skills. However, the childminder has not yet built on the relationships with the staff at other settings that the children attend, to ensure continuity and consistency in children's care and learning.
- The childminder uses experiences outside her home to support the children's learning. She meets with other childminders regularly, to provide jointly interesting activities and trips for the children. For instance, they enjoy walks around the parks and visits to local places of interest, such as the local library and toddler groups. Children meet with other children of a similar age, develop their confidence in new situations and develop their social skills and understanding of the world.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is confident in her knowledge and understanding of how to keep children safe. She understands the indicators that a child may be at risk from harm. The childminder knows the procedures to follow should an allegation be made about herself or a member of her family. She ensures her safeguarding training is up to date and that children stay safe. The childminder monitors all areas of her home and assesses risks on outings to ensure all children encounter minimal hazards.

What does the setting need to do to improve?

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

- enhance the use of questions to enrich children's learning and development and support their critical thinking skills
- strengthen procedures for sharing information about children's learning and development with staff at other settings they attend.

Setting details

Unique reference number	EY221719
Local authority	Dorset
Inspection number	10234641
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 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	17 October 2016

Information about this early years setting

The childminder registered in 2002. She lives in Blandford Forum, Dorset. The childminder operates Monday, Tuesday and Thursday, from 9am to 5pm, all year round. She offers funded early education for two-, three- and four-year-old children. The childminder holds an appropriate childcare qualification at level 3.

Information about this inspection

Inspector

Rachel Cornish

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 explained the curriculum for children to the inspector. The inspector viewed the areas used for childcare.
- The inspector observed the quality of interactions between the childminder and children, and evaluated the impact on children's learning and development.
- The inspector reviewed essential documentation, including the childminder's paediatric first-aid certificate and evidence of the suitability of persons living in the household.
- Parents' views were taken account of by 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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