

# Childminder report

---

Inspection date: 19 October 2022

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

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 at this setting. They develop secure relationships with this caring childminder. Children seek the childminder out for support and involve her in their play. For example, children bring pretend food to her, and she responds and joins in with their play. The childminder's responses and interactions with children are positive. This helps children to feel safe during their time with her.

Children are confident and show positive attitudes towards their play and learning. For example, children tell the inspector, 'We are making pumpkins today.' Children benefit from the childminder's high expectations for their behaviour. They are polite, well behaved and play cooperatively with each other.

Children develop a love of books. They listen intently when the childminder reads to them, and they ask her to read more when she finishes. Children make good progress with their language development and early reading skills. They use a range of vocabulary in their play and conversations.

Children happily explore the resources and toys available to them. For example, they find finger puppets and freely sing nursery rhymes together. Children learn mathematical concepts and use mathematical language in their play. For example, children name different shapes while they match pictures to make faces on pumpkins.

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

- The childminder plans an exciting range of learning opportunities for children. She plans engaging activities across all areas of learning in the curriculum. For example, children enjoy rolling pumpkins to see which travels the furthest. They confidently use words such as 'heavier than' and 'middle sized' and demonstrate that they understand simple mathematical concepts.
- There is a strong focus on children's understanding of the world around them. The childminder regularly takes children on the bus to the library. This enhances their knowledge and learning. She teaches road safety and how to use technology in the real world through trips to the shops. For example, children press the buttons at the pedestrian crossing to stop the traffic.
- The childminder provides motivating and challenging toys for the children to play with and learn from. However, children do not have independent access to a range of mark-making tools to develop their drawing and writing skills.
- Partnerships with parents are strong. Feedback from parents is positive. They comment on how children's social skills and language have developed since being with the childminder. Parents value the visits the childminder takes

children on around the local area. They comment on how much these experiences add to their children's learning.

- The childminder encourages children to lead healthy lifestyles. Children enjoy eating fresh fruit for their snack. The childminder ensures that children are physically active every day. She takes children to the local park, where they have fun running, jumping and climbing.
- Children know how to keep themselves safe. For example, the childminder supports children to prepare their own fruit at snack time. Children tell the inspector, 'We must be careful with knives.'
- The childminder knows the children well. She has a good knowledge of child development and uses this and children's interests to plan for their learning. She understands what she needs to teach children and how to prepare them for their next stage of learning. Children benefit from the childminder's thorough planning and engage well in the activities she prepares for them.
- The childminder evaluates her practice regularly and keeps her training up to date. She uses a range of teaching strategies to include all children in the activities. For example, the childminder adapts her vocabulary to help younger children to understand instructions.
- The childminder supports children to make successful transitions on to pre-school and school. For example, in the summer term, before children start school, the childminder takes children to stay-and-play sessions at the local school.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of safeguarding procedures. She is fully aware of potential signs of neglect and abuse. The childminder knows how to identify whether a child is at risk of harm and how to protect children. She is aware of the relevant agencies to contact for guidance or for making a referral. The childminder has robust risk assessments and policies to help her keep children safe. She supervises the children well and ensures that her home is safe and secure.

## 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 give meaning to the marks they make during planned activities and in their independent play.

## Setting details

<b>Unique reference number</b>	140942
<b>Local authority</b>	Dorset
<b>Inspection number</b>	10234212
<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 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Date of previous inspection</b>	25 October 2016

## Information about this early years setting

The childminder registered in 1994 and lives on the island of Portland, Dorset. She operates from Tuesday to Friday for 48 weeks of the year. The childminder provides funded early years education for two-, three- and four-year-old children. She 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 childminder and has taken that into account in their evaluation of the setting.
- The inspector spoke to children.
- The childminder showed the inspector a sample of documents.
- The inspector observed interactions between the childminder and the children.
- The childminder and the inspector carried out a joint evaluation of an activity.
- Parents provided written feedback for 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.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022