

Childminder report

Inspection date:

8 November 2022

Overall effectiveness	Good
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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, safe and secure with the childminder, who knows them well. They show motivation to learn and concentrate for long periods of time. For example, they decorate a pumpkin with play dough and pumpkin seeds with intense focus. Children are independent. They pour their own drinks and put on their own coats and boots. Children demonstrate pride in their achievements, showing delight when they are able to drink from a glass without spilling any water. Children behave well and follow the rules and expectations of the setting. They are well prepared for their next steps in education and school.

Children get plenty of fresh air and exercise. The childminder takes them on daily walks into woodland and other open spaces. They learn about the world around them. For example, they learn to recognise birds from their song. This also helps children to tune into environmental sounds to prepare them for early phonics. The childminder supports children to extend their language. She narrates children's play as they enjoy sensory exploration in the garden. As children fill up the cups, the childminder says they are 'full, empty' and 'overflowing'. This helps give meaning to their actions.

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

- The curriculum is well designed with a focus on developing children's physical, emotional and communication skills. The childminder plans activities and arranges the environment to build on what children already know and can do.
- The childminder tracks children's learning and follows their emerging interests to ensure they make good progress in all areas. She discusses any gaps identified with parents to arrange any necessary referrals or additional support.
- Children benefit from an individualised settling-in process. The childminder works in partnership with parents to organise this in the most appropriate way for each child to meet their emotional needs.
- Children develop their fine motor skills, which helps them build their muscles for early writing. For example, they manipulate play dough and shaving foam with their hands and use pencils to make marks.
- The childminder provides nutritious and well-balanced meals to help keep children healthy. Children take an active role in preparing food. For example, they spread the butter on their toast.
- The childminder sets clear expectations for children's behaviour. She is a good role model and communicates with children in a kind and caring manner. Children are polite and kind to others.
- Children enjoy looking at books independently and turn the pages one by one. The childminder reads stories and children listen intently to help nurture a love of reading and develop their language skills.

- Children enjoy using technology apps to identify trees and bird song. They also use cameras to capture interesting photos when they go for walks, to develop children's understanding of the use of technology.
- The childminder works closely with parents to extend children's learning at home. For example, when children go on holiday, she provides them with activity packs to ensure continuity of learning. Parents report that they value the care and education that their children receive and describe the childminder as 'friendly' and 'approachable'.
- The childminder teaches early mathematical concepts, which help prepare children for school. They learn to recognise shapes and learn words for capacity, such as full, half full and empty. Children spontaneously count as they play and the childminder helps them learn to count further.
- The childminder creates a calm environment for children to learn. However, at times the background music is distracting for children. It impacts on their ability to listen to what the childminder is saying to enable two-way communication.
- The childminder has remained open where possible throughout the COVID-19 pandemic. When children have not been able to attend, she has stayed in touch with them and their families and provided resources to support their learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her responsibilities in keeping children safe. She understands the signs and symptoms that might indicate that a child is at risk of abuse. She knows the appropriate reporting procedures should she have concerns about a child's welfare. The childminder ensures that she keeps her knowledge up to date and has completed recent safeguarding training. Risk assessment processes are robust and reviewed regularly. Children learn how to keep themselves safe. For example, they learn about road safety. The setting 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:

- reduce background distractions to enable children to engage in thoughtful conversations to develop their communication skills further.

Setting details

Unique reference number	EY379946
Local authority	Dorset
Inspection number	10220860
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	0 to 4
Total number of places	6
Number of children on roll	7
Date of previous inspection	10 October 2016

Information about this early years setting

The childminder registered in 2008. She lives in the Colehill area of Wimborne, in Dorset. She operates Tuesday to Thursday from 7.30am to 6.30pm during school term time. The childminder holds a relevant early years qualification at level 5.

Information about this inspection

Inspector

Lisa Large

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 spoke to the inspector about their intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector received letters from parents during the inspection and took account of their views.

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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