

Childminder report

Inspection date: 1 November 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 have fun with the childminder. For example, when knocking a tower down, they laugh and babble excitedly. Children feel safe and secure in the childminder's warm and caring environment. They behave very well. Children are kind, considerate and show caring natures.

Children select their favourite books and enjoy having cuddles with the childminder as she reads to them. The childminder talks to children about what they can see in the pictures. With the youngest children, she uses simple words to describe the pictures. Children lift the flaps to develop their anticipation skills, and smile at the childminder. They respond well to her warmth and praise.

The childminder has high ambitions for all children. She provides a wide range of good-quality resources to enhance children's learning and development. Children enjoy a language-rich environment with many opportunities to build on their vocabulary. For instance, they listen and sing along to familiar songs and rhymes.

The childminder recognises the impact of the COVID-19 pandemic and has changed some aspects of her practice, and these remain in place. Although parents now drop children off at the door, the childminder continues to discuss information about children's learning. This ensures a consistent approach in supporting children's development.

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

- When children start with the childminder, an effective settling-in process helps them to develop strong bonds with her. The childminder works hard to foster a culture of mutual respect. As a result, children are confident in the childminder's care and eager to involve her in their play.
- The childminder provides lots of support, encouragement and praise, building young children's confidence effectively. Children learn to enjoy doing things for themselves. They concentrate as they drop coins down into a piggy bank and begin to use cutlery at mealtimes, showing pride in their achievements. Children gain confidence in their abilities and acquire a good range of skills to prepare them well for their future.
- The childminder knows each child well. She observes children closely to find out what interests them and what they know and can do. The childminder uses this information to plan a curriculum which focuses on what children need to learn next. She varies her teaching to meet the age and stage of development of the children attending. However, on occasion, the childminder does not challenge children to extend their learning even further.
- Children have the opportunity to mix with larger groups of children. The

childminder takes children to local playgroups, the beach and parks. This helps to develop children's social and physical skills.

- The childminder has routines that support the children to feel secure. She manages children's care routines sensitively. For example, the childminder invites children to have their nappy changed. She notices the signs that children are getting tired before getting them ready for a nap.
- The childminder works with local authority advisers and other childminders to discuss good practice and gain new ideas. She evaluates the activities she provides and reflects on how to improve her provision.
- The experienced childminder shows commitment and a great enjoyment in her role. She attends mandatory training to update her knowledge on paediatric first aid and safeguarding. However, the childminder has not yet developed a programme of professional development to help raise the quality of education to the highest level.
- The childminder establishes positive relationships with parents. Parents attribute many new skills their children have learnt to the time their children spend with the childminder. The childminder communicates with parents daily and keeps them fully involved and informed. She shares photos with parents of what their child has enjoyed learning and discusses helpful ideas with parents.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of safeguarding procedures to keep children safe. She can identify signs and symptoms that may indicate that a child is at risk of harm. The childminder knows how to respond if she has concerns about a child's welfare or if an allegation is made against her or a household member. The childminder is clear about her responsibility to protect children and who to contact if she is concerned about a child in her care. She supervises children closely to ensure that they are safe and understand her expectations for safe play.

What does the setting need to do to improve?

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

- use professional development opportunities effectively, identifying further ways to develop teaching skills, to extend children's learning even further during activities.

Setting details

Unique reference number	EY294986
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10234873
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 7
Total number of places	6
Number of children on roll	6
Date of previous inspection	21 November 2016

Information about this early years setting

The childminder registered in 2004. She lives in Bournemouth, Dorset. The childminder provides care Monday to Friday, from 8.30am to 5.30pm, throughout the year. She receives funding to provide free early education for children aged three years.

Information about this inspection

Inspector

Rachel Cornish

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 provider.
- The inspector and childminder carried out a learning walk to understand how the early years provision and the curriculum are organised.
- The children and childminder spoke to the inspector throughout the inspection.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- The inspector looked at written feedback left by parents.
- Relevant documentation was available for inspection, including suitability checks for the childminder and her household members.

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