

Childminder report

Inspection date: 7 November 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

Children are very happy and settled in the childminder's care. They benefit from a warm and nurturing environment in which they develop loving relationships with the childminder and her assistant. They show affection, share jokes and laugh together. Children are interested and motivated to learn. They join in the activities with excitement, telling the childminder 'wow' when they see what she has organised.

Children benefit from a well-planned curriculum with a balance of child-led and organised activities to help them make good progress in their learning. This includes themed activities. For example, children go for walks to collect natural resources, such as horse chestnuts, cones and nuts. They find facts about these in books and use them to make displays and to create with. Children engage for long periods in their play. The childminder joins in to maintain their interest, making suggestions and asking questions.

The childminder has high expectations of children's behaviour to help them develop positive attitudes and good social skills. Children behave very well, play kindly and use good manners. They explore and create freely. For example, they experiment with textures and colours in a tray of foam, adding objects to make patterns and designs. The childminder teaches children how to keep themselves and others safe, such as how to use scissors safely in craft activities.

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

- The childminder knows the children well and is clear what she intends them to learn next. She provides well-planned activities and learning experiences to help them achieve their developmental goals. For example, children learn to use tweezers to pick up objects, to support their early writing skills.
- The quality of teaching is good. The childminder and her assistant provide realistic challenges to build on what children already know and can do and to re-enforce what they have recently been learning. For example, they use puzzles and games to encourage older children to count further and to sequence numbers. The childminder helps younger children to learn about number language with singing, books and counting in play.
- The childminder creates exciting activities that captivate children's interest and motivate them to learn. For example, they all join in favourite stories with dancing and actions. The childminder includes them all in developing and changing the story. This helps to energise children and encourages their ideas, imaginations and enjoyment of stories.
- The childminder supports children's communication and language development well. She instigates discussions to encourage children to communicate and to

talk about their own lives and feelings. The childminder teaches them lots of new words to increase their vocabulary. For example, children learn words such as 'whoosh' and 'slithery' in creative activities.

- Children develop good skills to help prepare them for school and to build their confidence. They learn to manage tasks independently, such as managing their lunch boxes, and have opportunities to develop their fine-motor skills. On occasions, the childminder and her assistant miss opportunities to encourage older children to solve simple problems for themselves. to enhance their learning even further.
- Partnerships with parents are highly effective. The childminder involves parents closely in their children's development and values their feedback as part of her professional development. Parents share very positive views of her provision. They state, for example, that their children have flourished in her care, have grown in confidence and have made a lot of progress.
- The childminder values self-evaluation and professional development to enhance her provision. She provides regular supervision for her assistant. This allows them to discuss training and to make improvements to the quality of care they provide for children. For example, the childminder has created activities to help children learn about dental care and 'busy bags' for them to choose activities while waiting for others to finish their meals.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a clear understanding of their safeguarding role and responsibilities. They know the correct procedures to follow in the event of a concern about a child's welfare to help keep them safe from harm. The childminder keeps her knowledge up to date with new guidance and training which she shares with her assistant to ensure they are both aware of the risks to children, including any local issues. The childminder maintains safe play areas for children and ensures safety measures are in place to keep children secure.

What does the setting need to do to improve?

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

- encourage older children to think through and solve more practical problems, to enhance their learning even further.

Setting details

Unique reference number	510849
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10234586
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	12
Number of children on roll	9
Date of previous inspection	19 December 2016

Information about this early years setting

The childminder registered in 1996. She lives in Poole, Dorset. The childminder offers care from 7.30am to 5.45pm, Monday to Thursday. She receives funding to provide free early education for children aged three years. The childminder holds a relevant qualification at level 3. She regularly works with an assistant.

Information about this inspection

Inspector

Bridget Copson

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 childminder completed a learning walk around her home with the inspector and explained how she meets children's needs and delivers the curriculum.
- The inspector observed activities and the quality of the childminder and her assistant's interactions with the children.
- The inspector sampled the childminder's documentation and discussed her knowledge of the requirements of the early years foundation stage.
- The inspector took account of parents' 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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