

# Childminder report

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Inspection date:

4 November 2022

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

Outstanding

## What is it like to attend this early years setting?

### The provision is good

Children arrive happily and separate from parents and carers with ease. They have strong bonds with the childminder and her assistants, who know them well. Children follow the rules and expectations of the setting and are polite and kind to each other. For example, children pull out a chair to allow other children to sit down and share resources. Children learn to be independent and take responsibility for small tasks. At mealtimes, children take it in turns to lay the table and serve the meals. They eat well-balanced and nutritious meals, which helps to keep them healthy.

Children are active and enjoy plenty of fresh air and exercise. They ride balance bicycles and scooters and climb confidently on outdoor play equipment. Children undertake a daily risk assessment with staff in the garden to identify and minimise potential risks. This helps them learn how to keep themselves safe. Children demonstrate motivation to learn and concentrate for long periods of time. They mix coloured water with excitement to create potions and enjoy sensory play with pumpkins. Children communicate well. Staff support them to learn new vocabulary. For example, a child moves a box in the playroom and staff say, 'Good manoeuvring!'

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

- The childminder's curriculum is well planned and structured. The childminder and her assistants understand what children already know and can do and build on this effectively to extend their learning.
- The childminder works closely with parents to establish children's starting points to ensure they make good progress from the beginning. Good assessment and tracking processes are in place to quickly identify any gaps in children's learning.
- The childminder and her assistants provide good-quality interactions with children to help develop their language skills. They repeat back children's speech to help them learn to pronounce words correctly and model the use of new words to help children extend their vocabulary.
- Children develop their fine motor skills to help them build their muscles for early writing and develop their coordination. For example, they use pipettes to mix water and draw with chalk on the paving in the garden.
- Children learn early mathematical concepts to help prepare them for school. For example, children recognise shapes and can count appropriately for their age.
- Children behave well, and staff consistently encourage sharing and turn-taking. The childminder and her assistants model kindness and speak to each other and the children with respect. Children mirror this in their communication with each other.
- Children enjoy regular opportunities to sing songs to develop their vocabulary

and language skills. For example, staff encourage children to sing 'quietly', 'loudly', 'quickly' and 'slowly', which teaches them new words. Children also spontaneously sing songs during their play.

- The childminder and her assistants encourage children to be independent in managing their personal needs. For example, children wipe their own noses and wash their own hands to help prevent the spread of infection.
- The childminder and her assistants nurture a love of reading. They frequently share stories at group times that engage and inspire older children. However, some group activities are too long, and younger children lose interest because their needs are not being met effectively.
- The childminder works effectively with other agencies to support the needs of children with special educational needs and/or disabilities. She provides extra resources and support to ensure they make the best possible progress.
- The childminder's assistants report high levels of well-being and feel well supported by the childminder. She undertakes regular training and supervisions to help identify training needs and share ideas for improvement.
- Parents report that they are happy with the care and education that their children receive. They say that the childminder keeps them well informed about their children's progress and that staff are nurturing, caring and welcoming.
- The childminder provided effective support for children and families who were unable to attend the setting as a result of the COVID-19 pandemic. She provided activity packs for children to enjoy at home to ensure continuity of learning. She also offered activities and read stories online to maintain strong relationships with children.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants have a good understanding of their responsibilities in keeping children safe. They know the potential signs and symptoms of abuse and the appropriate reporting procedures. The childminder works effectively with external safeguarding agencies to support children's welfare. She follows safer recruitment procedures and has systems in place to ensure the ongoing suitability of her assistants. Risk assessments are robust, and 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:**

- further consider the needs and abilities of all children during adult-led group activities to ensure that children are engaged and learning is maximised.

## Setting details

<b>Unique reference number</b>	EY461699
<b>Local authority</b>	Dorset
<b>Inspection number</b>	10260386
<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>	0 to 12
<b>Total number of places</b>	9
<b>Number of children on roll</b>	36
<b>Date of previous inspection</b>	8 November 2016

## Information about this early years setting

The childminder registered in 2013. She lives in Verwood, Dorset. The childminder has four assistants, and a maximum of two assistants work with her at any one time. She provides childcare from Monday to Thursday from 7am to 7pm, and on Fridays from 7am to 4pm, throughout the year. The childminder holds a relevant childcare qualification at level 3. Two assistants hold a level 3 qualification or above, one has a level 2 qualification, and one is unqualified. The childminder receives funding for free early education for children aged two, three and four years.

## Information about this inspection

**Inspector**  
Lisa Large

## 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 childminder.
- 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, her assistants and the children.

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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