

# Childminder report

---

Inspection date:

8 November 2022

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

---

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 flourish under the childminder's caring and sensitive approach. They confidently move about the dedicated indoor playroom, selecting toys of that capture their imaginations and interest. The childminder's home-from-home environment puts children at ease, and they interact with her and other children respectfully. Children understand expectations and eagerly help to tidy toys away, ready for the next part of their day. They sing the 'handwashing' song, as they use soap and water to remove the 'germs'.

Children enjoy their time with the childminder; they laugh and play happily indoors and outside. They have a positive attitude to the learning opportunities on offer and are keen to show off their skills, for example on the swing and the slide. Younger children show great determination to climb up steps up the slide, knowing the childminder is on hand to help and keep them safe.

The childminder works closely with parents to meet theirs and their children's needs. She has adapted practices following the COVID-19 pandemic to inform parents about what their children do and enjoy. She shares up-to-date information as it happens during the day, for example through an online app. Parents are very complimentary about the contact they have with the childminder.

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

- The childminder is clear about what she wants children to learn when they are in her care. She recognises the impact the pandemic has had on the younger ones and focuses on promoting their social and emotional development, and their communication and language. She puts training to good use to help her improve her teaching methods, for example, when supporting children's developing language.
- Children enjoy the good range of toys and activities indoors. The childminder changes the toys over frequently, using children's interests and learning needs to guide what she makes available. Children select books and enjoy the stories and information they provide. Younger children turn the thick cardboard pages of a favourite book and babble to themselves, pointing to pictures. Older children listen intently to a familiar story and when prompted, answer relevant questions.
- The childminder plans interesting activities for the children. At times, the activities and teaching do not focus as well as they could on what children need to learn next. For example, to help them concentrate for longer periods and take initial steps to learn new skills and extend their interests.
- Children enjoy being active in the childminder's back garden. Equipment is relevant to their age and stage of development. They manoeuvre themselves in

sit-in toy cars, going forwards and backwards, learning to avoid obstacles. They take small risks as they use swings and slides. Children enjoy this opportunity to be active. However, the childminder does not make the best use of her garden and learning opportunities, to encourage children to explore and investigate nature, so they can follow their own natural curiosity when using this space.

- The strong partnerships the childminder has with parents ensures children are emotionally secure and receive consistency in their care. The childminder very successfully supports children to settle when they first start with her. For example, for those that struggle initially, she tailors arrangements to meet them out on walks with parents, so the children get used to her before they attend her setting on their own.
- The childminder supports children's communication and language very well. She gives children time to think and share their thoughts and ideas. She engages children in conversations about things they enjoy at home. Older children talk confidently and explain why they prefer the train to the bus, for example. Younger children repeat the childminder's words and begin to string two and three words together, to make their needs known. Children hear a wide range of vocabulary.
- The childminder knows the children very well. She understands what each one needs to be confident and emotionally secure when with her. The childminder's gentle interaction and encouragement teaches children to be polite, kind, and respectful of others. For example, when getting ready to go outside, older children help the younger ones to put their coats on. In turn, the younger ones help the littlest children to put their boots on. Children are independent, helpful, and have good manners.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder updates her safeguarding knowledge frequently to ensure her understanding remains current and in line with local procedures and policies. She ensures that parents understand her responsibility to protect their children from harm and the procedures she will follow if she is concerned. The childminder is clear about local authority roles and when she should contact them. The childminder provides a safe and secure home that children can explore freely under her supervision. Children learn to take safe risks, particularly outdoors, when using the larger equipment.

## What does the setting need to do to improve?

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

- link activities and teaching more sharply on what children need to learn next, to make better use of the learning opportunities on offer

- make better use of the outdoor space, to inspire children and extend the opportunities for them to explore and investigate their outdoor environment.

## Setting details

<b>Unique reference number</b>	109746
<b>Local authority</b>	Bournemouth, Christchurch & Poole
<b>Inspection number</b>	10234071
<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 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	17 January 2017

## Information about this early years setting

The childminder registered in 1992 and lives in the Canford Heath area of Poole, Dorset. She operates Tuesday to Thursday, from 8am to 4.30pm, throughout the year. The childminder receives funding to provide free early years education for children aged three years. She holds an early years qualification at level 3. On occasion the childminder works with an assistant.

## Information about this inspection

**Inspector**  
Janet Armstrong

## 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 setting.
- The childminder and the inspector discussed the childminder's curriculum and her intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector through written letters.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector spoke with the childminder about the leadership and management of her setting.

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