

Childminder report

Inspection date:

9 November 2022

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is outstanding

Children exude confidence as they play with the childminder. They draw pictures of carrots on the patio using chalks and talk about the time they dug them out of the garden. They delight in conversations about cleaning vegetables they have harvested and talk about their favourite ones to eat. Children are excited to pick the season's final tomatoes and look forward to having them for their lunch later in the day.

Children enjoy daily walks with the childminder, benefiting from lots of fresh air and exercise. They build strength and physical control of their bodies using climbing equipment in the garden. Children learn to manage risks and decide to wipe the rain off the rungs of the ladder, with encouragement from the childminder. Children proudly count aloud the numbers that have been nailed to each step of the ladder as they go.

Children are free to use their imaginations. They create 'pumpkin soup', pouring, mixing and balancing 'ingredients' using kitchen equipment in the mud kitchen. Children energetically join in with actions of songs, following the enthusiasm of the childminder's singing. They choose and request books to read indoors and settle into small comfy sofas to share a story with the childminder. Children behave exceptionally well. They visit a local care home and learn to modify their play to consider the needs of others in their community.

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

- The childminder has exceptionally high aspirations for the nurture and development of the children that she cares for. She instils value in children by teaching them that they are unique and special. Children learn that they have a valuable, positive contribution to make to their community and that their actions can have a lasting impact on the world around them.
- The childminder carefully considers a wide range of holistic learning opportunities to support children's preparation for lifelong learning. She gradually builds children's ability to concentrate for longer periods by regularly singing songs and reading stories together. Children learn to use new and ambitious words that the childminder models to them at every chance throughout the day, such as 'We're ascending the hill.' Children develop precision in their fine motor control and make meaningful marks in the garden, which contributes to their early understanding of writing. Children develop physical health through lots of walking and climbing in the garden.
- Children learn through real, meaningful experiences. Children learn first hand how to look after chickens. They remember to save scraps of food left over from snack time so they can feed the chickens. Children learn that by looking after

chickens, they will lay eggs. Children count donations collected by the childminder and buy resources they would like to play with.

- The childminder accurately understands children's individual developmental needs. She directly teaches children what they need to learn so that they make rapid progress. For example, for children that can count, she deepens their concept of numbers and what numerals mean by playing a variety of games. Through her discussions, explanations and questioning, children quickly improve.
- Children are confident and self-assured. The childminder's philosophy that 'confident children learn' permeates into children's self-belief. Children cheerfully exclaim, 'I'm an excellent chef!' while cooking up an imaginary feast. They want to have a go, ask questions and are encouraged to have their own ideas.
- Children are exceptionally independent. They change from clothes that have become dirty from playing outside, putting dirty clothes in the washing machine, selecting clean clothes to wear and dressing themselves. The childminder is always on hand to provide timely reminders. Children beam with pride at their achievements.
- Children are very well behaved. The childminder reinforces developmentally appropriate expectations by gently reminding children how to wait for their turn. Children have high levels of self-control and know that their patience will result in their needs being met.
- Partnerships with parents are strong. Parents comment that their children are well prepared for the next stages of their learning. They appreciate that children learn how to keep themselves safe when walking by a road.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of her responsibilities to keep children safe. She provides explanations to children about how routines and rules help keep them safe. The childminder provides children with age-appropriate scenarios so that children learn what to do if there is an emergency. The childminder has a comprehensive understanding of the signs of abuse that may indicate that a child may be at risk of harm. She is confident to report any concerns. The childminder has procedures to record incidents and accidents. The childminder carries out daily risk assessments of the premises.

Setting details

Unique reference number	EY446631
Local authority	Dorset
Inspection number	10235769
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	2 to 9
Total number of places	16
Number of children on roll	16
Date of previous inspection	23 November 2016

Information about this early years setting

The childminder registered in 2013. She lives in Ferndown, Dorset. The childminder offers care from 8am to 6pm, Monday to Friday. The childminder receives funding to provide free early education for children aged three and four years. The childminder holds an advanced diploma in social work qualification.

Information about this inspection

Inspector

Jonathan Payne

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 and the inspector discussed how she organises her early years provision, including the aims and rationale for her early years foundation stage curriculum.
- The inspector observed the interactions between the childminder and children.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Children spoke to the inspector during the inspection.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.

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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