

Childminder report

Inspection date: 11 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 feel happy and safe at the childminder's welcoming home. The childminder has built secure relationships with families, so children feel loved and parents feel supported.

Children enjoy activities, based on their interests, that the childminder has prepared and they engage for a long time. As the children know the setting and childminder well, they are settled and relaxed and know where to find resources to extend their play. For example, children select binoculars independently when they pretend to look for small creatures in the garden.

The childminder has high expectations for children's behaviour and children demonstrate good manners. They know what is expected of them, such as taking their shoes off before entering the house, and they do this without being asked. The childminder encourages the older children to act as good role models for the younger children.

Children are curious and have a good attitude to learning. The childminder supports all children to reach their milestones, including children with special educational needs and/or disabilities. She tracks the progress of children and shares this with parents, who comment that children, 'bring their learning home with them'. Parents feel supported in ensuring that their children are ready for their next stage in education and value the childminder's tips and guidance on school readiness.

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

- The childminder gathers a range of information to develop an understanding of children's individual needs, routines and stage of development, before they start with her. She tracks children's learning and development effectively and identifies any gaps in learning so that she can address them, sometimes with help from educational professionals. The impact is that all children progress well.
- Children's families comment that they are well informed about children's progress, for instance, through verbal feedback, learning journals and posts on the childminder's social media page.
- The childminder and her assistant are positive role models. Children develop the skills they need for future learning. They listen attentively to stories and are beginning to recognise the letters in their names. The childminder makes good use of routines and activities to support children's learning, but misses opportunities to further extend their awareness of written words and the information they can provide in their environment. ,
- The childminder presents information clearly and checks the children's

understanding. For example, she tells a story about a crocodile with toothache and asks the children where they might find a crocodile. The children volunteer that they would find crocodiles and zebras at the zoo, and she skilfully asks the children to consider what animals they might find instead on a farm.

- The childminder promotes lively discussions with the children. She values every child's opinion and she helps to build children's self-esteem as they know their voice is being heard.
- Children have ample opportunities for physical development, such as climbing and running in the garden. The childminder takes the children to a range of local groups where they participate in singing, dancing or craft activities. This provides the children with opportunities to interact with other children in larger groups and develop their social skills and confidence.
- Once a week, the childminder takes the children to the forest where they learn outside. She supports children as they begin to identify different birds, such as magpies and moorhens. The children love to learn about nature and by recognising different birds, they are increasing their vocabularies.
- The childminder promotes healthy routines and children begin to understand the importance of oral health. They describe how they brush their teeth, 'two times' every day. The childminder encourages children to follow good hygiene routines, such as washing their hands before mealtimes. Children independently cut up their food at snack times and pour water into their own cups.
- Babies have lots of room to explore and they squeal excitedly as the childminder supports them to come down the slide. They enjoy rocking on the see-saw with their friends while the childminder promotes their communication skills by singing familiar songs, such as 'Row, Row Your Boat'. 'Row, row' the babies repeat back to the childminder happily.
- The childminder is reflective and regularly evaluates the childminding provision. She engages in professional discussion with her assistant to share ideas and consider ways to enhance the service they provide. The childminder attends regular training to ensure her knowledge remains relevant.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands how to recognise children who may be at risk of harm. She knows the signs and symptoms of abuse and keeps her knowledge up to date on child protection issues. She recognises her responsibilities and the procedures to follow should she have a concern about a child's safety. The childminder has comprehensive policies in place covering a wide range of safeguarding issues. She teaches children road safety and to be alert when talking to strangers. The childminder has regular discussions with her assistant to ensure that they share any safeguarding concerns and have an appropriate action plan.

What does the setting need to do to improve?

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

- extend children's awareness of written words and the information they can provide in their environment, to further develop children's literacy skills.

Setting details

Unique reference number	EY465960
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10236236
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 4
Total number of places	14
Number of children on roll	14
Date of previous inspection	29 November 2016

Information about this early years setting

The childminder registered in 2013. She lives in Christchurch, Dorset and works with an assistant. The childminder provides childcare each weekday, for 48 weeks of the year. She receives funding to provide free early years education for children aged two, three and four years. The childminder has a level 6 early years qualification.

Information about this inspection

Inspector
Fiona Whitwell

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 childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector talked to the childminder's assistant at appropriate times during the inspection and took account of their views.
- 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, the assistant and the children.
- Parents shared their views of the setting with the inspector.
- The childminder showed the inspector documentation to demonstrate the suitability of staff.

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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