

Childminder report

Inspection date: 14 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 explore freely and make their own choices in the safe and secure environment. Children develop good skills to support their future learning and transition to school. They manage tasks for themselves to develop their independence and confidence, and work together as a team, completing large floor puzzles together, for example.

The childminder provides a broad curriculum of activities and focused areas of learning to help children achieve well and make good progress. This includes regular outings to enhance their learning and range of experiences, such as trips to museums, the library and local playgroups. The childminder promotes outdoor learning. She organises her provision to allow children to choose when they play outside and supports their personal interests, such as by obtaining library cards for them. As a result, children are active and enjoying themselves while learning.

Children behave well. They benefit from the childminder's good example, close support and clear guidance to help them share, take turns and play kindly with others. The childminder helps them learn how to keep themselves safe. For example, children understand the traffic light system and how people in the community can help them in the event of an accident, a fire or getting lost.

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

- The quality of teaching is good. The childminder assesses children's development well and plans to consolidate their learning and to build on what they already know and can do. She joins in their play to keep them involved. For example, she suggests different resources to use when children experiment making marks in dough, helps them to learn about floating and sinking and involves them in stories.
- Children are interested and motivated learners who are keen to join in and investigate. They focus well on their chosen activities and enjoy learning new skills. For example, children learn to use new tools, such as pencil sharpeners on blunt crayons, and syringes and pipettes to syphon water. They show pride in their achievements, smiling and telling others to 'look'.
- The childminder supports children's communication and language development well. Children learn new words to extend their vocabulary and she repeats words clearly to help children pronounce them correctly. She asks children questions to encourage them to speak in longer sentences. Children are keen to join in discussions and share what they know, such as where milk might come from.
- Children benefit from lots of activities to encourage their physical development. They demonstrate good coordination when riding wheeled toys and use tools effectively to develop their fine motor skills. Children learn the importance of

healthy eating. However, the childminder does not consistently help children learn how to manage their own personal hygiene well when they cough or sneeze around others.

- Partnerships with parents are valued and nurtured by the childminder. She works closely with them from the start to consistently meet children's needs, support their routines and promote their learning. The childminder involves parents closely in their children's on-going development and encourages them to share how children are progressing at home. For example, she provides a termly progress report for them to read and contribute to.
- The childminder values self-evaluation and professional development. She reflects on her provision and identifies improvements that children will directly benefit from. For example, she is developing activities for children to learn more about dental hygiene and healthy food choices. Parents share positive views. Their questionnaire responses state that she provides a wonderful service in which children are looked after as well as at home. Their children enjoy all the adventures, and the childminder is kind and passionate about her job.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of her safeguarding role and responsibilities. She knows the risks to children and 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, including on any local issues. She assesses the risks to children in her home and on outings to maintain safe play areas 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:

- support children further in managing all aspects of their personal hygiene well.

Setting details

Unique reference number	EY461868
Local authority	Dorset
Inspection number	10236161
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	6 December 2016

Information about this early years setting

The childminder registered in 2013. She lives in Wareham, Dorset and offers care from 8am to 4.30pm, on Monday, Tuesday, Thursday and Friday. The childminder receives funding to provide free early education for children aged two and three. She holds a relevant qualification at level 3.

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'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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