

# Childminder report

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Inspection date: 14 November 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 relaxed and settle well in the childminder's welcoming home. They form warm and caring relationships with the childminder, who reciprocates affectionately. Children are emotionally secure as the childminder has a very good understanding of their individual needs, routines and preferences. For instance, the childminder arranges personalised visits for the parents and their children before they start with her. This helps her to cater for their individual needs.

Children benefit from a curriculum that offers a wide range of learning experiences. Children enjoy following their own interests and selecting resources to play with from the well-resourced and inviting play area. The childminder knows the children well. She frequently monitors their progress in partnership with parents. This helps her to plan for their next steps in learning. Children make good progress.

The childminder is a role model in her use of communication and language. She skilfully asks questions and models the use of language to increase children's use and understanding of vocabulary. For example, she narrates what younger children are doing as they play. They show their understanding through gestures and smiles. They cooperate with the childminder's requests.

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

- The childminder has very strong working relationships with parents. She takes time to get to know the children and their families in detail. She shares information daily about children's activities and routines to keep parents well informed. The childminder helps parents to understand how they can support learning at home. For example, she sends home a newsletter with ideas to extend learning away from the setting. Parents are extremely happy with the childminder and say that they would recommend her.
- The childminder ensures children have plenty of opportunities to be outdoors to support their health and well-being as well as explore nature. The childminder provides forest school sessions monthly. They go on frequent visits to parks, beaches and the allotment. She teaches children about the importance of a healthy diet by growing fruit and vegetables and picking, cooking and then eating them.
- Children learn about cultural diversity through various activities. For example, children celebrate festivals, visit the library and try new foods. The childminder provides resources for the children to play with which represent different cultures. For instance, there are saris in the dressing-up basket and dolls of different ethnic backgrounds.
- The childminder is keen to promote children's confidence and independence. For example, she teaches younger children to peel their fruit. Older children are

taught to find their shoes, put their coat on and clean their nose. She supports older children in learning to recognise their name and develop their early mark-making skills.

- The childminder evaluates her practice effectively. She links with other childminders to share ideas, and she also attends regular training to increase her own understanding of how to support children's learning. She tailors learning and activities to suit children's preferences and choices. However, some activities do not meet all children's interests. This prevents them from developing their engagement and concentration skills.
- The childminder helps children to develop a good understanding of mathematical concepts and language, using words such as 'heavy' and 'circle'. When children play, she provides a commentary, modelling counting and naming shapes.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder has a good knowledge of child protection issues and is clear about her role and responsibilities to safeguard children. She keeps her safeguarding knowledge up to date, such as through regular training. The childminder knows the signs that indicate a child may be at risk of harm. She understands the correct procedures to follow in the event of a concern about a child's welfare. The childminder manages risks to children effectively by carrying out frequent risk assessments.

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

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

- support younger children with extending their curiosity and concentration on activities.

## Setting details

<b>Unique reference number</b>	EY447826
<b>Local authority</b>	Dorset
<b>Inspection number</b>	10235803
<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 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	14 November 2016

## Information about this early years setting

The childminder registered in 2012. She lives in Wyke Regis, Weymouth, Dorset. The childminder receives funding to provide free early years education for children aged three and four years. The childminder holds a childcare qualification at level 3. She cares for children three days a week, all year round.

## Information about this inspection

### Inspector

Leanne Galloway

### 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 gave the inspector a tour of the premises. She talked about children's learning and progress and how she delivers the curriculum.
- The inspector read feedback from parents to gain their views about the childminder.
- A range of documentation was reviewed, including qualification certificates.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector and childminder observed children during activities and completed a follow-up discussion about children's learning and development.

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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Piccadilly Gate  
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Manchester  
M1 2WD

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