

# Childminder report

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Inspection date:

22 November 2022

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**Overall effectiveness**

**Good**

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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous  
inspection

Not applicable

## What is it like to attend this early years setting?

### The provision is good

Children are settled, relaxed and confident. They enjoy their time with the childminder. Her caring approach helps children to be emotionally secure and they are keen to learn.

Children behave well. They show respect for the childminder and her assistant and listen to what they have to say. For example, children stop and wiggle their ears to show the childminder that they are listening. The childminder provides a stimulating environment for children to explore, develop and learn in. Children show excitement in their play and learning. For example, they giggle when they get bubbles on their faces as they wash their hands in soapy water.

Children engage in the wide range of learning opportunities the childminder provides for them. They show high levels of concentration. For instance, they listen to the childminder read a story and then choose to go to the assistant who reads them another one.

The childminder encourages children to be independent. Children have many opportunities throughout the day to make their own choices, including whether to play inside or outside. This supports children's own sense of self and develops their ability to make decisions for themselves.

Children share their learning with the childminder and her assistant, who both respond positively. For example, they enthusiastically run to tell the childminder they have found dinosaur fossils in the garden.

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

- Children benefit from the well-organised and motivating environment. They confidently explore the resources and choose their own play. For example, children set up a puppet show and choose puppets to retell a story. They use a range of storytelling language, such as 'Ladies and gentlemen the story is about to start.'
- The childminder encourages children to manage tasks for themselves. For example, she supports children to put on their own boots, and to chop their own fruit. Children feel pride in their achievements. They demonstrate this by telling the childminder 'I washed my own hands.'
- The childminder and her assistant plan challenging and exciting activities across all areas of the curriculum. However, opportunities are missed to enhance children's learning through using technology.
- The childminder reflects on her practice and evaluates the effectiveness of her provision. She attends network meetings with other local childminders and visits

pre-schools and nurseries to further her own knowledge.

- Children benefit from the exciting opportunities the childminder plans. They regularly go on walks around the local area and visit the library, butchers, and greengrocers. These rich experiences widen children's knowledge and understanding of the world around them. Parents comment positively about these visits and talk about how these opportunities are 'helping the children in so many ways.'
- The childminder knows the children well. She observes them and assesses their abilities, skills, and knowledge. She uses this knowledge to build on what children already know and to identify any gaps in their learning. However, she does not always act quickly enough to provide additional support for children with specific needs or special educational needs and/or disabilities (SEND).
- The childminder provides children with healthy, nutritious, and balanced meals. She and her assistant prepare an extensive weekly menu of healthy home-cooked food. Parents talk about how this helps children to make healthy food choices at home.
- The childminder has a clear vision and high ambitions for what she wants the children to achieve. She and her assistant work well together and have consistent expectations and boundaries for the children. This helps them to feel safe and secure and take risks in their learning. For example, children use a rope and make their own pulley to lift a bucket in a tree.
- The childminder effectively extends children's language through her quality interactions with them and by encouraging a love of books. She carefully chooses a story, which she reads to the children every day and skilfully introduces the children to new ideas and vocabulary. Children show enjoyment in the story as they all sit together on a large sofa. They happily engage in conversations with the childminder about what they are hearing and seeing in the book.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant understand the correct procedures to follow if they have concerns about a child's safety or well-being. There are effective safety arrangements in place for outings, including thorough risk assessments which the childminder regularly reviews. She follows thorough processes to check the suitability of visitors. The childminder has robust policies and procedures for administering medicines and communicates this well with parents. The childminder teaches children how to manage their own safety, such as asking children to leave pencils inside when they are running around in the garden.

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

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

- provide opportunities for children to engage in the use of technology to enhance their learning
- respond promptly when children are identified as having specific needs or SEND, to help them make timely progress.

## Setting details

<b>Unique reference number</b>	2577971
<b>Local authority</b>	Dorset
<b>Inspection number</b>	10250937
<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 11
<b>Total number of places</b>	12
<b>Number of children on roll</b>	27
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2020 and lives in Beaminster, Dorset. She works Monday to Friday from 8am to 6pm throughout the year. The childminder has qualified teacher status. The childminder employs an assistant to work with her. The childminder receives early years education funding.

## Information about this inspection

### Inspector

Mikaela Jauncey

### Inspection activities

- This was the first routine inspection the provider 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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector held discussions with the childminder throughout the inspection and discussed how she plans and implements the curriculum.
- The inspector spoke to children and the childminder's assistant.
- The inspector observed interactions between the childminder and children.
- The childminder and the inspector carried out a joint observation of a mathematical activity involving a small group of children.
- The childminder joined the inspector on a learning walk and talked to the inspector about what she wants children to learn.

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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