

Childminder report

Inspection date:

23 November 2022

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

Good

What is it like to attend this early years setting?

The provision is good

Children enjoy their time with the childminder and arrive happily to explore the activities on offer. They appear comfortable and secure, enjoying regular cuddles and lots of positive encouragement. The childminder is a good role model and has a kind and calm approach to childcare. This provides very effective support to children's emotional development and promotes good behaviour. For example, children willingly help each other when they are getting dressed and ready to go outdoors. They share and take turns during play, and regularly use good manners without prompting.

The childminder knows the children in her care well, and plans her curriculum around their interests and what they need to learn next. Children are motivated and enjoy learning. The childminder is skilled in engaging children of different ages and stages of development in enjoyable activities. Younger children confidently count the conkers they gather in the garden, and older children are adept at making simple calculations. For example, they calculate the number of conkers they have got when they add more to the amount of conkers in the wheelbarrow. Children do very well in their mathematical development.

Children benefit from regular visits to local woodland and parks. They develop good physical skills and find out about the natural world.

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

- Parents are very complimentary about the childminder and appreciate her care and flexibility. They comment that their children are making good progress and enjoy a wide variety of activities. There is an effective two-way flow of information. For example, the childminder talks to parents at the start of the day, so she is aware of routines at home. This enables her to plan the day ahead to support children's interests and well-being.
- The childminder is reflective of her practice and she is ambitious for her setting. She continues to develop her skills through an extensive programme of professional development. This has a positive effect on the quality of her teaching, and her ability to support children's individual needs.
- There are good partnerships with other settings children also attend. The childminder shares information about children's achievements with staff to ensure there is a consistent approach to children's care and learning.
- The childminder monitors children's learning closely and has a clear overview of what she needs to focus on to support children's ongoing progress. This helps her to notice any gaps in children's development and work with other professionals when necessary.
- Children become confident communicators. The childminder engages them in

purposeful conversation throughout the day and respects their views. She skilfully shares books that capture children's imaginations. For example, children eagerly talk about what it would be like to have a dragon for a pet. However, the childminder misses some chances to encourage children to expand their use of vocabulary, to enrich their language skills even further.

- Children develop positive attitudes to learning. The childminder aims to provide a balance of child-led and adult-guided play. She interacts well with children as they enjoy a range of interesting experiences. Children concentrate well and persevere until they complete puzzles, for example. However, there are fewer opportunities for children to select resources, experiment and lead their own play.
- The childminder places a high priority on helping children to get ready for their future learning. During their time with the childminder children become increasingly independent. For example, they follow good hygiene routines, washing their hands before eating and after using the toilet. She works closely with local schools so that children move on to school life with self-assurance.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibilities in relation to safeguarding children. She keeps her child protection knowledge up to date and attends regular training. She knows how to recognise signs that may indicate a child is at risk of harm. The childminder knows how to identify and report concerns about a child's welfare to keep them safe. She teaches children how to play safely. For example, children help to tidy away toys when they have finished playing with them, so that they are not a tripping hazard.

What does the setting need to do to improve?

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

- enhance children's language development even further, by incorporating rich and varied vocabulary during activities and conversations
- extend opportunities for children to explore and experiment to develop their curiosity and deepen their engagement in their play.

Setting details

Unique reference number	EY399435
Local authority	Dorset
Inspection number	10235351
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	6
Number of children on roll	5
Date of previous inspection	3 February 2017

Information about this early years setting

The childminder registered in 2009. She lives in the Colehill area of Wimborne, Dorset. The childminder offers childcare each weekday, except Fridays 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 holds an early years qualification at level 3.

Information about this inspection

Inspector

Margaret Baird

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 setting.
- The childminder and the inspector discussed how the childminder organises their early years provision including the aims and rationale for their EYFS curriculum.
- The inspector spoke to children to find out about their time at the setting. She took account of the views of parents in their written comments.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.

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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