

# Childminder report

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Inspection date: 29 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 thrive in the care of the kind and nurturing childminder. They demonstrate consistently that they feel safe and secure in her presence. Children smile at visitors and engage with the childminder as they take part in activities.

Children behave well. They have positive attitudes to learning and are developing their confidence levels as they try new things. For example, children explore a wide range of resources and follow their emerging interests. They develop their coordination and strength in their hands as they use tools to manipulate play dough and prepare food for a birthday party.

Children are aware of the high expectations that the childminder has for them. For example, they respond well when the childminder asks them to tidy away the toys before getting out another activity. They quickly store the toys away. Children welcome praise from the childminder, which helps to raise their self-esteem and confidence.

The childminder provides a wide range of opportunities that enhance and complement children's experiences. She is aware that, as a result of the COVID-19 pandemic, some children need to extend their social skills further. As a result, the childminder provides opportunities for them to play and socialise with other children at local playgroups.

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

- The childminder has high expectations of what children can achieve. She monitors children's progress carefully and identifies any delays in their learning quickly. The childminder uses children's emerging interests effectively to engage them in their learning. Children make good progress.
- Children work together in mixed-age groups, learning from each other during play. They talk to each other about their families and things that they do at home. However, there are occasions when the childminder does not maximise opportunities to help some children to develop their early communication skills.
- Children access a wide range of books, which include their favourite stories. The childminder models a love of reading and reads books with children enthusiastically. This encourages children to practise their listening skills in readiness for their next stage in learning.
- The childminder sings nursery rhymes and songs with the children. This helps younger children to learn new words. Older children learn about numbers as they sing along with the childminder. They enjoy the physical opportunities to dance and jump about.
- Children display a positive approach to their personal care needs. They are

independent and motivated to try things for themselves. Children choose and serve their snack and talk confidently about their preferences. They practise blowing their own noses, using the toilet and washing their hands when they have finished.

- The childminder identifies and responds to children's needs skilfully. She advises and supports parents confidently. This joined-up-approach helps children to make the best possible progress. However, the childminder does not work as successfully as possible with other early years settings that children currently attend, to fully support consistency and continuity in their learning.
- The childminder is enthusiastic and has a professional attitude towards her role. She reflects on her provision constantly, to ensure that she meets the children's care and learning needs. The childminder has developed her knowledge of children's nutrition. This helps to ensure consistency and encouragement with eating.
- The childminder works closely with parents right from the outset. She gathers detailed information about their children's achievements at home and uses these to help form her assessments. The childminder continues to share information about children's learning and development. Parents comment on the childminder's natural talent with children. They have noticed progress with their children's confidence and social skills.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of her safeguarding role. She keeps up to date with child protection training and ensures her assistant is knowledgeable. The childminder knows the procedures to follow if she has concerns about the welfare of a child or if an allegation is made. A clear safeguarding policy is in place to provide guidance and inform parents of her safeguarding role. The childminder routinely checks the environment to ensure it is safe for children to attend. She supervises children constantly as they play, and while they are eating. This ensures children's safety while they are in her care.

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

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

- strengthen partnership working with all other settings that children attend, to provide a more consistent approach to meeting their needs
- build on the communication and language interactions with the children to ensure that they make the best possible progress with their speech and language development.

## Setting details

<b>Unique reference number</b>	160247
<b>Local authority</b>	Dorset
<b>Inspection number</b>	10234275
<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 5
<b>Total number of places</b>	12
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	12 December 2016

## Information about this early years setting

The childminder registered in 2001. She lives in Verwood, Dorset. The childminder is open Monday to Thursday, from 7.30am to 6pm, all year round. She offers funding to provide free early education for two-, three- and four-year-old children. The childminder holds an appropriate childcare qualification at level 3. She occasionally works with an assistant.

## Information about this inspection

### Inspector

Rachel Cornish

## 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 childminder and the inspector discussed the childminder's curriculum and her intentions for children's learning.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector carried out a joint observation of an activity indoors with the childminder.
- Parents shared their views of the setting with the inspector through written letters.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector spoke to the childminder about how she meets the children's needs.

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  
Store Street  
Manchester  
M1 2WD

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