

# Childminder report

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Inspection date: 29 November 2022

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| <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 happy and settled in the homely environment the childminder has created. They confidently explore the toys and resources the childminder provides for them. For example, they look at the labels on the carefully organised boxes and say, 'Wow!' when they find a toy they want to play with. They behave well, listening to the childminder and following her instructions. For example, they wait by the door while she prepares the kitchen for snack, and they wipe their hands before eating.

The childminder encourages children to be independent. For example, she supports them to take their shoes off and put their boots on before going outside. The childminder praises children as they safely navigate the steps in the garden. This supports children to take risks in their play and builds their resilience.

Children show excitement in their play and learning. They demonstrate this by shouting, 'Yes!' when the childminder asks if they would like a den to play in. The childminder resourcefully assembles a den, and the children eagerly rush in and explore the toys she has placed inside. Children develop strong relationships with the childminder and with each other. This helps them to feel safe and secure. For example, young children cooperatively build a tower with small boxes. They take turns to choose boxes and place them on top of each other without guidance or support from the childminder.

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

- Children enjoy the activities the childminder plans for them. They use their senses to investigate leaves, twigs and bark they collected on a recent walk, for example. They focus on the items, showing curiosity as they handle them.
- The childminder supports children to develop their communication skills. She regularly takes them to toddler groups to join in with singing nursery rhymes. She encourages a love of books and reads stories daily to widen their vocabulary. Children freely select books to sit and look at, and are keen to share these with the childminder. However, the childminder does not always give children opportunities to engage in meaningful conversations or enough time to respond to her questions in order to extend their language and critical thinking.
- Children learn how to keep themselves healthy and well. For example, they clean their hands when they come in from the garden and before they eat. They enjoy using mirrors to wipe their faces after lunch. The childminder works with parents to help them create healthy, nutritionally balanced lunch boxes for their children.
- The childminder regularly takes children on walks around the local area and visits nearby beaches. This supports children to make sense of the natural world

and widens their knowledge of the community they live in.

- The childminder uses her knowledge and understanding of the curriculum to plan challenging and motivating activities. This enables children to make good progress across all areas of learning. However, she sometimes misses opportunities to encourage children to follow their own interests and engage in uninterrupted play of their own choosing.
- The childminder has a good knowledge of each child. She knows their starting points and what she wants them to learn. She accurately assesses children's stages of development and responds quickly to any gaps in learning. She regularly shares children's progress with parents and seeks advice from professionals to support children with special educational needs and/or disabilities. As a result, all children continue to make timely progress before their move on to school.
- Parents speak positively about the care the childminder shows their children. They comment on the environment being, 'Homely and perfect for their children's needs.'
- The childminder supports children to develop a strong sense of self and an understanding of what makes them unique. She gives them opportunities throughout the day to make their own choices. For example, they choose which slippers they would like to wear from a wonderful selection the childminder provides.
- The childminder recognises the importance of developing children's early writing. She provides a range of mark-making tools for children to experiment with in her home and out on visits. For example, children try writing on pieces of bark they have collected on a recent walk.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder maintains a safe and secure environment for children and teaches them how to play safely. She reminds children that chairs are for sitting on and not for climbing on. The childminder has a good understanding of her responsibilities to keep children safe. She completes training regularly to ensure that her knowledge is up to date. The childminder is aware of the possible signs and behaviours that may indicate a child is at risk. She has clear procedures to follow in the event of a safeguarding concern and knows how to respond if an allegation is made against her. She follows robust risk assessments to help keep children safe on visits.

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

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

- provide children with more opportunities to engage in play of their choosing, to enable them to follow their interests and express their own ideas

- engage children in more meaningful conversations and give them time to respond to questions, to support their critical-thinking skills and extend their language further.

## Setting details

|  |   |
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| <b>Unique reference number</b>                     | 153411  |
| <b>Local authority</b>                             | Dorset  |
| <b>Inspection number</b>                           | 10234258  |
| <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> | 0 to 11   |
| <b>Total number of places</b>                      | 6   |
| <b>Number of children on roll</b>                  | 14  |
| <b>Date of previous inspection</b>                 | 19 January 2017   |

## Information about this early years setting

The childminder registered in 2001. She lives in Dorchester, Dorset. The childminder operates her service five days a week, from 7am to 7pm, all year round.

## Information about this inspection

### Inspector

Mikaela Jauncey

### 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 provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder joined the inspector on a learning walk and talked to the inspector about what she wants the children to learn.
- The inspector held discussions with the childminder throughout the inspection, including how the curriculum is planned and implemented and how children's progress is monitored.
- The inspector looked at feedback that parents had provided.
- Children spoke to the inspector about what they enjoy doing while with the childminder.

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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