

# Childminder report

---

Inspection date:

30 November 2022

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

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

### The provision is good

Young children gain the confidence they need to give new ideas a go. They practise travelling down a slope on a toy ride-on car in the garden. As they build their belief in themselves, they delight in going faster and faster. The childminder quietly encourages children who want a go but are unsure. She gives them the reassurance they need to go at their own pace. Children quickly build trust in their abilities and join in with other children.

Children enjoy lots of physical exercise. They play in the garden and go on trips out in the local area. They build core strength by digging in the large sandpit, holding their body weight from low bars in the trees or practising yoga. They go on walks in the fields, look for wildlife at the park and love collecting exciting objects they find at the beach.

Children feel safe and enjoy the company of their childminder. They ask her questions and have their own ideas of what they like to do in their play. The childminder always responds with love and care. She talks to children about what makes them unique while they enjoy recalling their favourite photos of birthday cakes and creations they have made.

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

- The childminder has a detailed knowledge of how children learn. She considers the broad range of learning needs of children. She provides a well-resourced environment that enables her to interact with and support the children's development in all areas of learning. She encourages wildlife in the garden so that children have the opportunity to explore the natural world. The childminder encourages children to help her grow food and provides a sensory garden so that children can explore vocabulary that describes the sights, smells, touch and taste of herbs that they cut.
- The childminder knows children well. She identifies children's interests and builds on these to help them learn. She provides children with large blocks of wood and extended lengths of guttering to foster children's interest in construction. Young children build towers and assemble guttering in a tree and down a slope to experiment with sliding different materials and objects.
- The childminder accurately identifies children's needs well. She recognises where children are in their development and provides appropriate next steps in their learning. She builds children's foundational understanding of vocabulary and mathematics. She counts with children while they play with various objects. She encourages mark-making skills with chalk on boards and drawing shapes, such as circles and horizontal lines.
- The childminder provides children with a strong role model to speak and listen

well. As children wash their hands, she clarifies what young children say, reinforcing clear pronunciation. She asks questions while children play, giving them lots of opportunities to talk about what they know. Young children communicate age-appropriately with the childminder and each other throughout the day.

- The childminder builds strong relationships with children. She quickly comforts young children if they become upset. The childminder acknowledges their concerns and helps children find a solution. She knows children well and anticipates when children might potentially become upset. For example, during role play, she makes sure that children share 'cooking' equipment before social problems between children become an issue. Children behave well. They learn to take turns and play well with one another.
- The childminder fosters a love of books among children. Children look forward to snuggling up on the sofa to read stories. The childminder asks questions and points out aspects of stories they already understand. However, sometimes the childminder reads through stories quickly and some children aren't able to recognise patterns in language or gain an even deeper understanding of the text.
- The childminder builds good partnerships with parents. They are confident that their children are well cared for and describe the setting as calm, reassuring and 'always having a lovely atmosphere'. They say that their children's learning needs are being met and they are well prepared for the next stages of their learning. Parents use ideas from the childminder at home, helping them develop their children's interests even further.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder is thorough in her approach to minimising risk to children in her care. She has made appropriate adaptations to her home to ensure that the premises and garden are secure. She applies her risk assessments when she takes children on trips out. The childminder teaches children how to keep themselves safe and has clear expectations of behaviour that they positively respond to. She is knowledgeable about the possible signs of abuse and is confident about who she needs to contact if she has a concern about a child.

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

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

- develop conversations with children about stories and help them notice patterns in language, so that children develop and learn even more vocabulary and comprehension from books.

## Setting details

<b>Unique reference number</b>	EY357151
<b>Local authority</b>	Dorset
<b>Inspection number</b>	10235112
<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>	10
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	18 January 2017

## Information about this early years setting

The childminder registered in 2007 and lives in the Wyke Regis area of Weymouth, Dorset. The childminder provides childcare four days per week, for 50 weeks of the year. The childminder is eligible to offer free early years education for children aged two, three and four years, but no children are presently in receipt of funding at the time of the inspection. She holds an early years qualification at level 3.

## Information about this inspection

**Inspector**  
Jonathan Payne

### Inspection activities

- This is the first routine inspection the childminder has 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 showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022