

Childminder report

Inspection date: 12 December 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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 inquisitive to learn in the childminder's home. They are eager to use the exciting resources and concentrate well during group stories. For example, young children point and vocalise what they can see, and older children predict what will happen next. The childminder notices what fascinates children and provides additional resources. For example, they enjoy exploring instruments to sing and join in actions. The childminder plans a wide range of sensory activities and older children use the resources to extend their imaginations. Children enjoy each other's company and mealtimes are very social. Young children learn to share, such as when using felt-tip pens for colouring. Older children control pens well, colouring within the lines and confidently explain what they are creating, such as the correct colours of a rainbow.

Parents are very positive about the childminder's provision. They comment on how well the childminder settled their children according to their individual needs. They confirm the childminder gets to know the children and their family well and how they share good information, supporting learning at home.

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

- The childminder plans effectively, using children's interests to organise her environment successfully for them to be inquisitive, make choices and be motivated to learn. For example, young children are eager to have stories and older children spontaneously write their name. Through regular observations and monitoring of children's development, the childminder knows what they can do and what they need to be learning next.
- Children are confident communicators. The childminder provides good support. For example, she engages children in discussions, narrates what younger children are doing and pauses when reading for children to fill in familiar words. The childminder listens well to children and checks their understanding. However, she does not use all occasions for children to consider how to solve problems and use trial and error to find out what works, such as when children discover frozen water and resources in the garden.
- The childminder gives children effective encouragement to be willing to learn new tasks and have a go at new skills. She builds their confidence successfully, so they enjoy taking on new challenges. Children have good opportunities to learn about their own community and the wider world. They gain good skills for their next stages of learning and eventual move to school.
- Children behave well, have good manners, and warm, loving relationships with the childminder. Young children run to her for cuddles and are met with open arms and smiles. Older children are caring and gentle with the younger ones. Children have daily opportunities to be outside and be active. They become

independent in their self-care skills, washing their hands before eating and after using the toilet or having their nappy changed. However, although the childminder reminds older children to use their hand when coughing, she is not consistent in ensuring that they do.

- Following her last inspection, the childminder now provides good opportunities for older children to sort and recognise shapes. They confidently explain their differences, such as how many sides they have. She has also improved the information she shares with parents on children's next stages of development, providing resources to support learning at home. The childminder understands the importance of working in partnership with parents to provide consistent support for children, such as when they are potty training.
- The childminder continually evaluates her practice, observing what works well and how she can improve. For example, she considers what learning children have achieved from her planned outings, to ensure that they benefit from them fully. The qualified childminder continues to improve her skills and develop her knowledge. For example, after training on effective communication, she now ensures that she asks children good open-ended questions. She is seeking training in sign language to support children even further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps herself up to date with annual safeguarding training. She has a good knowledge of the signs to be aware of and the procedures to follow should she have a concern that a child is at risk of harm. The childminder carries out good risk assessments to help keep children safe on and off the premises, while encouraging their independence. For example, young children learning to sit at the table on a bench explain they must sit still, or they could fall and bump their head. Older children confidently understand road safety.

What does the setting need to do to improve?

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

- challenge older children to think of ways to solve problems through trial and error
- consistently help children to have a greater understanding of healthy practices regarding coughing.

Setting details

Unique reference number	139226
Local authority	Dorset
Inspection number	10234201
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	2 to 4
Total number of places	6
Number of children on roll	9
Date of previous inspection	28 February 2017

Information about this early years setting

The childminder registered in 1999 and lives in Bridport, Dorset. She provides care Monday to Friday 7.30am to 5.30pm, all year. The childminder receives funding to provide free early education for children aged four years. She holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Elaine Douglas

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 how the childminder organises her provision and her curriculum intent.
- The inspector observed the quality of education being provided and the impact on children's development, indoors and outdoors.
- The childminder and inspector carried out a joint observation on a planned activity.
- The inspector spoke to the childminder, observed care practices and assessed safeguarding, at convenient times.
- Parents left written feedback and the inspector spoke with the children. The inspector took account of their views.

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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