

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 settled with the childminder and her assistant. They arrive with a smile and quickly involve themselves in play and learning. The childminder and her assistant use positive language to praise and encourage children. Children are self-assured and feel safe. They go to the childminder and her assistant for help and cuddles.

Children benefit from the wide range of activities the childminder provides for them. They are keen to learn and show good levels of engagement. For example, they concentrate on colouring and decorating stars with different craft materials. They are excited to hang up their stars when they have finished, and show pride in their achievements.

The childminder offers an exciting selection of toys to support children's learning across all areas of the curriculum; the children also benefit from the outdoor space. They excitedly explore the frost and ice in the garden and use the space to be physically active. They ask the assistant to join their running games. For example, children call to her 'come on let's do some exercise. Let's run around in circles.' This helps develop their physical development and strengthens their understanding of how to keep their bodies fit and healthy.

Children are developing good levels of independence. They wash their own hands for snack, put on their own coats and shoes for outside play, and successfully use cutlery at lunch time.

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

- Children develop a strong sense of self with the childminder. She gives them choices throughout the day and encourages their creativity. For example, they enthusiastically mix paints to create their own colours and confidently talk to her about the colours on clothes they are wearing.
- Children are socially confident and love to share their achievements with the childminder and her assistant. However, the childminder does not always plan play opportunities to encourage children to interact and play cooperatively with each other.
- Partnerships with parents are positive. The childminder supports parents with strategies for helping children with toilet training and dental hygiene. She sends resources and books home and provides parents with newsletters containing activities to try and events in the local community. Parents praise the childminder for the care she shows and the progress their children make. They comment that their children have 'started off on the right foot because of the childminder.'

- The childminder takes account of children's interests and preferences as she plans her curriculum. This helps to motivate children to learn. She observes children and assesses their progress and works with parents to find their starting points. The childminder does not always use the knowledge she gains from these assessments to plan in more detail for children's future learning.
- The childminder has a good understanding of how to support children with special educational needs and/or disabilities. She works with professionals to put strategies in place to help children make the best possible progress and achieve success in their learning.
- Children make timely progress with their language development. They benefit from the childminder sharing books with them. They listen attentively to stories and talk about the pictures. However, the childminder does not always focus her language precisely on the developmental needs of each child. She misses opportunities to extend children's vocabulary as they play and engage in conversations with her.
- The childminder is ambitious for herself and for the children she cares for. She evaluates her practice, and is keen to provide a stimulating and challenging environment to support all aspects of children's learning. She works effectively with her assistant to offer children meaningful learning opportunities.
- Children gain from the positive interactions they receive from the childminder and her assistant. For example, children ask the assistant to join them as they play 'shops.' They say 'come and play with us. You can be the shopkeeper.' The assistant expertly joins children's play and extends their knowledge and understanding of how shops work.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has clear procedures to follow if she has a concern about a child's welfare. She keeps her knowledge of safeguarding legislation and guidance up to date, for example, by attending relevant courses with her assistant. Both adults have a good knowledge of how to identify children who may be at risk from harm or abuse. The childminder knows what to do if there was an allegation made against herself or her assistant. The childminder keeps the children safe when they play outside. For example, she carries out risk assessment of the garden daily and removes potential hazards. She reminds children how to play safely when it is icy.

What does the setting need to do to improve?

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

- strengthen the use of assessment to help plan in more detail for children's future learning
- further extend children's vocabulary and language development during their play

and interactions with adults

- provide regular opportunities for children to play cooperatively and learn from each other.

Setting details

Unique reference number	EY474183
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10236323
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	6
Date of previous inspection	6 January 2017

Information about this early years setting

The childminder registered in 2014. She lives in a residential area of Bournemouth, Dorset. She works with an assistant. The childminder provides care for children on weekdays throughout the year. The childminder receives funding for free early education for children aged two, three and four years. She operates 7.30am to 5.30pm, Monday to Friday. She does not work Wednesday.

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 setting.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector held discussions with the childminder and her assistant throughout the inspection and discussed how the curriculum is planned and implemented and how children's progress is monitored.
- The childminder talked to the inspector about their curriculum and what they want their children to learn.
- The inspector spoke to children.
- The inspector spoke to parents and looked at written feedback.

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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