

Childminder report

Inspection date: 14 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 imaginative in their play. They play nurses and doctors while looking after baby dolls. Young children sustain creative play as they use stethoscopes to check baby dolls' health and wrap them up in blankets. Children cook pretend food for their patients and know to use oven gloves when taking out food from the wooden oven. They carefully serve food on plates and deliver them to each patient. Children are empathetic to their patients as they adjust the curtain so that the sunlight is not in their eyes.

Children play well and cooperate with each other. They play alongside each other as they explore new sensations by manipulating sandy slime. Children delight in investigating the properties of new textures and showing others what they have discovered. The childminder's relaxed approach helps children feel at home. Children settle quickly and love helping by tidying up toys and vacuum cleaning as they get ready for lunchtime. Children are happy. They choose activities that they would like to play with. The childminder plays alongside children so that they learn from activities. Children particularly enjoy dancing in time to songs and tunes that they play from a musical toy.

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

- The childminder has a clear curriculum that helps children's development to be ready for school. She fosters independence, key social skills, such as learning to take turns, learning to enjoy books and recognising sounds in words. She provides activities that build children's understanding of mathematical concepts so that children start to learn the value of numbers.
- The childminder loves sharing books with children. She delights in retelling stories using puppets and toys to represent characters in well-known stories. Children, including the youngest children, select books that they like to read and enjoy looking through pictures on their own.
- The childminder has a good knowledge of how to support children's learning and development. She uses her professional knowledge alongside assessment tools to help her identify children's developmental needs. She provides a range of resources that help children to learn and make progress. For example, she provides modified scissors to help children practise precision in their fine motor control movements. However, occasionally, she does not teach children how to use such tools, in order to build their confidence and skills effectively.
- The childminder prioritises the development of children's language. She provides good-quality interactions with children, providing a commentary on what they are doing and naming resources that they are using. She encourages imaginative play by asking children what they have made. Children respond by repeating words that they have heard and elaborating on initial ideas that the

childminder has given them; 'I'm making cakes and pancakes' a child says.

- Children behave well. They cooperate well and comfort each other if anyone is feeling sad or has hurt themselves. They are independent and get themselves ready for snack time by washing their hands. The childminder provides a caring environment for children. They help with many routines throughout the day. The childminder encourages children to prepare their own fruit snacks and to share these with other children.
- The childminder provides healthy foods for children to eat. She talks to children about how different types of foods help them grow. Children expand their vocabulary by using descriptive words modelled by the childminder to describe foods as they eat, such as 'yum, crunchy apple'.
- Children benefit from lots of outdoor, physical activities. The childminder makes sure that children get appropriate amounts of physical exercise by going on walks in nature. She arranges trips to local parks and places of interest that give children a broad range of experiences, which includes exploring the different colours in autumn to learning about bats.
- The childminder has built good working relationships with parents. She communicates clearly with them, providing general and personalised information about children. Parents welcome her advice to support their children's development and well-being. For example, when children are reluctant to clean their teeth, the childminder provides information with hints and tips to encourage good oral hygiene routines.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is knowledgeable about her responsibilities to keep children safe. She applies her risk assessments to ensure that children learn to walk safely and respond appropriately to instructions to make sure that they stay safe, both in the setting and when out on trips. The childminder uses a range of strategies to support children's understanding of road safety for different ages. The premises are secure, both indoors and outdoors. The childminder is confident to identify potential signs of abuse and knows what action to take if she has a concern about a child's welfare.

What does the setting need to do to improve?

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

- teach children the skills that they need to develop during play activities so that children make even more progress.

Setting details

Unique reference number	EY453154
Local authority	Dorset
Inspection number	10235955
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	1 to 3
Total number of places	6
Number of children on roll	18
Date of previous inspection	15 February 2017

Information about this early years setting

The childminder registered in 2012. She lives in Ferndown, Dorset. The childminder offers childcare four days a week for 48 weeks of the year. She receives funding to provide free early years education for children aged three and four years. The childminder holds an early years qualification at level 3.

Information about this inspection

Inspector

Jonathan Payne

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 childminder.
- 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 early years foundation stage curriculum.
- Children spoke with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- 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.

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