

Childminder report

Inspection date:

16 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 confident and motivated to learn. They concentrate and show interest in activities. The childminder provides a comfortable and inviting environment, in which children explore freely. Children are independent and have opportunities to make their own decisions about what they would like to play with.

Children share, take turns and treat each other with kindness. They have strong, close relationships with the childminder and their friends. Children feel secure in the childminder's care and readily ask for help when needed. They use manners throughout their play, saying 'please' and 'thank you' at appropriate times.

Children have good physical skills. The childminder takes them on daily trips to the park or local places of interest, where they move in different ways. Children develop small-muscle control during activities, such as squashing and rolling malleable dough.

The childminder is mindful that some children have missed out on social interactions due to the COVID-19 pandemic. As a result, she focuses on providing opportunities for them to play independently and to join in with adult-initiated activities. This helps to develop children's personal and social skills.

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

- The childminder has a clear intent for learning. She provides the children with a wide variety of learning experiences to help them to develop their knowledge and skills. For instance, as older children build snowmen using malleable dough, the childminder encourages them to name the different parts of their faces. During planned activities, she provides younger children with resources that focus on their level of development to ensure they are engaged with the activity.
- The childminder supports children who speak English as an additional language well. She speaks to children in English and learns words in their home language. The childminder uses suitable texts, both in their home language and in English, in the children's play to support their language development.
- The childminder talks to children continuously, which has resulted in her forming secure relationships with them. She asks lots of direct questions during the activities to support children's problem-solving skills. However, she does not always encourage children to engage and further promote conversation.
- The childminder makes the most of spontaneous moments to promote mathematical skills. She encourages the children to count throughout the day. For example, she uses number songs and counts objects during activities to help children learn about numbers.
- Children develop independence and have ample opportunity to practise doing

things for themselves. For instance, younger children learn to wash their hands before eating and use tissues to wipe their noses. Older children enjoy being helpful and assist the childminder with tasks, such as tidying up the toys.

- Children have plenty of opportunities to learn about healthy lifestyles. The childminder provides them with nutritious snacks and encourages younger children to feed themselves. She takes this opportunity to promote new words, such as 'bananas' and 'strawberries'. Parents provide packed lunches which follow the childminder's healthy eating policy.
- The childminder evaluates and reflects daily on how well she has engaged children in their experiences. She includes the views and suggestions of children and parents into her plans. This helps them feel valued and listened to. The childminder uses the findings to support her future practice.
- Parents are very complimentary in their praise of the childminder for the care and learning their children receive. They appreciate the suggestions to continue their children's learning at home. The childminder carries out regular checks on children's development and discusses their progress with their parents. Parents comment that their children have 'grown in confidence and become much more independent'.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of how to keep children safe. She has robust policies in place to ensure children's ongoing security. The childminder follows local safeguarding policies and procedures should she need to make a referral. She has a clear understanding of what action to take in the event of an allegation being made against either herself or a member of the household. The childminder keeps her safeguarding knowledge up to date by attending training on different aspects of child protection. Her paediatric first-aid training is regularly updated.

What does the setting need to do to improve?

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

- make better use of language that encourages two-way conversations, so children can develop stronger communication skills.

Setting details

Unique reference number	EY442445
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10235672
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 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	3 February 2017

Information about this early years setting

The childminder registered in 2012 and lives in Poole, Dorset. She operates Monday to Friday, from 7.30am to 6pm, all year round. The childminder offers funding to provide free early education for children aged two, three and four years. She holds an appropriate childcare qualification at level 3.

Information about this inspection

Inspector

Rachel Cornish

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 childminder and has taken that into account in their evaluation of the setting.
- The childminder showed the inspector the areas of her home that children use. They discussed how the childminder organises her setting and plans the curriculum and experiences for children.
- The inspector observed children and the childminder taking part in activities and assessed the impact this has on children's learning. The inspector and the childminder reflected on a learning experience for children.
- Children spoke to the inspector about what they enjoy doing at the childminder's house.
- Parents provided their views to the inspector about the setting.
- The childminder showed a sample of documents with the inspector. This included evidence of training and the suitability of those living on the premises.

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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