

Childminder report

Inspection date: 20 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 develop secure relationships with the childminder, who is calm and nurturing in her approach to their care. This supports children's social and emotional skills well. For example, children are confident and friendly with visitors to the setting. They are eager to talk about what they enjoy doing with the childminder, and beam with pride as they speak about their achievements.

Children are happy in the care of the childminder and become motivated learners. They behave well and treat each other with kindness and consideration. For example, children enjoy playing mathematical games where they take turns and cooperate with each other amicably. Older children understand the need to help younger children to learn to follow the rules of the game and give them praise when they succeed.

The childminder gets to know children and their interests extremely well so that she can organise a curriculum that supports their learning effectively. She skilfully sequences experiences that build on what they already know. For example, children build dexterity and strengthen their hand muscles during activities such as weaving and threading. They enjoy lots of painting and drawing and this helps to prepare them for developing early writing skills when they are ready.

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

- Parents speak very highly of the childminder and the wide variety of activities they enjoy. They comment about the good progress their children make, particularly with their social skills and independence. Parents appreciate the regular conversations with the childminder that ensure a consistent approach to children's development. The childminder supports children's home learning well. For example, by providing interesting resources and activities for them to share with parents.
- The childminder provides good support for children's communication and language. She encourages conversation and helps them to learn new words and express their views. For example, they eagerly talk about the food they enjoy and consider how to make sure they eat a balanced diet. They talk about the different food groups in detail and learn words such as 'vitamins' and 'carbohydrates'.
- The childminder plans experiences that captivate children's interest and inspire them to learn. For example, they watch with interest as the frozen snowmen they made from bicarbonate of soda melt when they come out of the freezer. They enjoy the sensory experience of touching the surface of the smooth ice and learn about how materials change. The childminder interacts with children enthusiastically to support their learning. However, sometimes, she overlooks

opportunities to encourage them to explore further and follow their own thoughts and ideas.

- Children learn about their environment and benefit from outings into the local community. They enjoy visits to local parks that give children opportunities to develop their physical skills through climbing and using a variety of large equipment. The childminder celebrates festivals from other cultures, such as Diwali. However, there are fewer chances for children to experience different ways of life in their play to help them find out about other communities.
- The childminder builds children's self-esteem through lots of praise and encouragement. She promotes their independence effectively so they become ready for the next stage in their education. For example, she helps them to learn how to dress themselves for going outside. Children are able to do things by themselves, such as washing their hands before mealtimes. This helps them to develop good self-care skills.
- The childminder is experienced in childcare and continues to refresh her knowledge and skills to provide children with a wide variety of high-quality learning experiences. For example, she regularly completes training and strives to enhance the valuable services she provides for children and families. The childminder regularly reflects on the quality of her setting and has worked hard to make improvements. For example, she has developed the outdoor space that children use, and adds to her extensive range of resources to inspire children's interest and learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her role in safeguarding children. She undertakes regular safeguarding training to ensure her knowledge is up to date. The childminder knows the signs that may indicate a child is at risk of harm. She is confident about how to follow local child protection procedures, including what to do if an allegation is made against herself. The childminder keeps her home safe and secure and this helps to minimise any risks to children. She teaches them to keep themselves safe; children conscientiously tidy away toys to keep hazards to a minimum.

What does the setting need to do to improve?

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

- enhance interactions with children to help them to explain their own thoughts and ideas and develop their curiosity even further
- increase opportunities for children to develop an understanding of people, families and communities beyond their own.

Setting details

Unique reference number	136609
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10234185
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 5
Total number of places	6
Number of children on roll	6
Date of previous inspection	3 March 2017

Information about this early years setting

The childminder registered in 1999. She lives in Broadstone, near Poole in Dorset. The childminder cares for children on Monday to Friday, throughout the year. The childminder offers free early education for children aged two, three and four years. The childminder holds an early years qualification at level 3.

Information about this inspection

Inspector

Margaret Baird

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 showed the inspector the premises and discussed how they ensure it is 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 to the inspector about what they enjoy doing while with the childminder.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the setting with the inspector in written comments.

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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