

Childminder report

Inspection date: 15 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 engaged in their play and develop their concentration. Younger children practise their fine motor control as they wind up and down a toy car lift. At snack time, older children use cutters independently to cut up their bananas, receiving praise from the childminder. Children are proud of their achievements.

Children behave well. They are respectful of each other and learn to give each other space to play. Children say 'please' and 'thank you' and are aware of the childminder's expectations. When children become upset or frustrated when they need to take turns, the childminder discusses these emotions and feelings. This helps children learn how to manage their own behaviour.

Since the COVID-19 pandemic, the childminder has recognised that some children have had fewer opportunities to develop their social confidence. The childminder has increased visits to local toddler groups and public places of interest, where they have the chance to meet other children and adults. This gives children the opportunity to develop their confidence in new situations.

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

- The childminder creates a curriculum that is ambitious and well planned. She knows the children well and understands how they are developing and what they need to learn next. As a result, children are highly engaged in purposeful play at all times, and all children make good progress from their starting points.
- The childminder has a good understanding of children with special educational needs and/or disabilities (SEND). She links well with outside professionals to ensure she can meet the complex needs of children in her care. The childminder contributes to multi-agency working for some children by providing detailed information to any specialist services that are involved. This supports the ongoing assessment of children with SEND.
- The childminder carefully considers the needs of children who are in receipt of additional government funding, to determine how this will most benefit each child. She spends any additional funding wisely and identifies how to support individual children. For example, the childminder uses funding to provide children with activities to strengthen their fine motor skills.
- Children develop a love of reading, and they enjoy story times. The childminder reads books in an interesting and engaging way. She uses resources linked to the books, and the children take turns to hold the resources. This engages the children in the story and promotes sharing. At all times, the childminder supports language and communication by encouraging conversations with the children. However, sometimes, her questions are not challenging enough to extend children's thinking and communication skills.

- The childminder plans regular opportunities for children to hear songs and nursery rhymes. She uses action songs to support children to learn new words. Children express themselves freely and creatively. They energetically dance along with delight.
- The childminder adapts her setting according to the children's needs and interests. For instance, children complete complicated indoor obstacle courses. They demonstrate strong balance, coordination and fitness. The childminder supports children's healthy lifestyles and physical well-being successfully.
- Parents praise the childminder, stating that they have noticed a great improvement in their children's speech. Parents receive regular feedback on their children's development and feel part of their children's learning. Feedback from older children highlighted that the childminder 'gives them fun things to do' and that she is 'very nice and always makes them laugh'.
- The dedicated childminder self-evaluates effectively and has clear steps in place for the future of her setting and practice. She involves parents and other professionals in the self-evaluation process to help identify improvements to the setting. The childminder has identified additional training she plans to attend to further develop her understanding of supporting children with SEND.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has strong safeguarding knowledge. She knows the signs and symptoms to look for that may be a cause for concern and how to record these. The childminder is aware of wider safeguarding issues, such as the risk of exposure to extreme views and behaviour. She updates her training regularly, which supports her knowledge well. Her home is safe and secure, and she checks areas each day to remove any risks to children's safety. The childminder knows what events she needs to notify Ofsted about in order to meet the requirements of the early years foundation stage.

What does the setting need to do to improve?

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

- reflect on and develop ways of asking more complex questions, to challenge children further and extend their communication and thinking skills.

Setting details

Unique reference number	152475
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10234254
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 11
Total number of places	6
Number of children on roll	11
Date of previous inspection	5 January 2017

Information about this early years setting

The childminder registered in 2001. She lives in the Muscliff area of Bournemouth, Dorset. She cares for children Monday to Thursday, from 7am to 6pm, all year round. The childminder offers funded 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 provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for the curriculum.
- The inspector observed the interactions between the childminder and children.
- Parents and older children provided their views of the setting with the inspector.
- The inspector held a meeting with the childminder. She looked at relevant documentation, including evidence of the suitability of persons living in the household.

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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