

Childminder report

Inspection date: 17 January 2023

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

The childminder has created a welcoming, homely setting. Children separate easily from their parents when they arrive. They wave 'bye' as they leave their parents at the door, showing that they feel safe and secure. Parents say that the childminder is a, 'reassuring person who guides them through parenting'.

Children settle quickly in this calm environment as the childminder finds out about family home routines and mirrors them. The childminder attends to every child's needs and children feel loved and valued. Children here have good self-esteem and are confident in their play, as they persist with problem-solving toys. For example, younger children are resilient when using the shape-sorter until they get it right. They show obvious pride at their success and the childminder praises them.

The childminder has high expectations for children's behaviour. Children behave well and say, 'please' and 'thank you'. They know what is expected of them and they behave well. The childminder is a good role model, so children learn to share resources, take turns and are respectful to one another.

The childminder supports each child's learning and development by using her vast bank of knowledge and experience. She uses this information to plan engaging activities that interest children and help with their development.

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

- The childminder has provided lots of interesting resources, which she stores within easy reach of the children. This allows them to make independent choices about their play. There are lots of areas to explore outside, such as the fort and the mud kitchen, where the children enjoy imaginative play.
- Parents report that they have regular communication with the childminder and know how their children are progressing. They say the childminder offers support and guidance, such as when to start toilet training with their children.
- The childminder prepares activities which help the children to learn and reach their next milestones. The childminder has developed a well-designed curriculum to help children to develop essential knowledge, such as recognising colours.
- The childminder encourages children to count items they are playing with. Younger children can count small quantities confidently. However, the childminder does not consistently help children to develop their mathematical knowledge further, such as by supporting children to begin to recognise numerals.
- Inside, the childminder organises craft activities, such as painting and sticking, which help to build up children's finger strength. She freezes leaves and flowers so the children can enjoy a sensory experience with the ice. They learn about

the properties of water and how the ice will melt because the room is warm. Children begin to learn about the world around them.

- The childminder gets down onto the floor to share stories and children cuddle in and listen intently. The children enjoy 'The Very Hungry Caterpillar' and the childminder introduces props to bring the story alive. She has a large caterpillar hand puppet which children 'feed' with plastic foods which mirror the story. However, the childminder does not always extend their learning further by talking about foods which are unhealthy and give the caterpillar a 'tummy ache' to help children learn about eating healthily. Children are developing a love of books which the childminder encourages and extends learning with regular trips to the library.
- Children demonstrate positive attitudes to learning. They watch the childminder in awe as she blows up balloons. Once inflated, they discover that balloons bounce and float when they drop them. The childminder rubs the balloon on her head and the children laugh when her hair goes 'frizzy'. The children are learning a varied vocabulary and delight in trying out new words.
- The childminder uses encouraging phrases such as, 'you can do it' and 'well done', and demonstrates clapping. Children delight in their achievement, which supports the development of their confidence and well-being.
- Children enjoy role play and dressing up. The childminder encourages children to try to put the costumes on by themselves but is nearby to offer support. Children are becoming more independent, which helps them to get ready for school.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that her home is safe and secure and she helps children to learn about keeping themselves safe. For example, she shows younger children how to safely navigate going up and down stairs. The childminder demonstrates a good understanding of child protection. She can identify signs and symptoms of abuse and can describe how she can record any concerns. She attends regular training to ensure her knowledge is up to date. She is confident about the procedures to follow if she has concerns 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:

- explore ways to support children's early mathematical knowledge further
- help children understand ways to keep healthy to support their physical development even more.

Setting details

Unique reference number	153338
Local authority	Dorset
Inspection number	10234256
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 10
Total number of places	6
Number of children on roll	19
Date of previous inspection	14 February 2017

Information about this early years setting

The childminder registered in 2001. She lives in Corfe Mullen, Dorset. The childminder offers childcare on Monday, Tuesday and Wednesday, from 7:45am to 6:00pm, for 48 weeks of the year. She holds an early years qualification at level 3.

Information about this inspection

Inspector

Fiona Whitwell

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 they are safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- 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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