

Childminder report

Inspection date: 12 January 2023

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are happy, confident and willing to 'have a go'. They spend their time singing songs, sharing books, talking and chatting. The childminder takes time to understand what children say, particularly younger children. She repeats back the words they use and adds in extra language through conversations, providing them with a good model for learning new vocabulary. The childminder encourages children to make funny noises while singing nursery rhymes and to join in with key rhyming words. This helps young children to begin to recognise the patterns in language and develops children's love of reading and books.

Children benefit from trips to places of interest in their local area. At the swannery, they feed the swans and talk about the need to look after birds that are not feeling very well. They enjoy lots of walking and physical exercise, running around gardens and visiting parks. Children feel safe. They develop a strong bond with the childminder. They love to spend time with her, and when they feel worried about something, the childminder is there to comfort and reassure them.

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

- The childminder is knowledgeable about what she wants children to learn. She has a clear vision of how she wants to support children to gain the crucial skills they need to succeed in their next stages of development. The childminder has a particular focus on ensuring that younger children have a secure foundation in their communication, physical and social development. She uses a range of experiences, such as trips, to enhance these areas.
- The childminder has provided children with a thoughtfully prepared learning environment that enables them to increase their understanding of the world around them. Children play with dolls and figures of people that help us, such as police officers, firefighters and mail carriers. The childminder plays alongside children, discussing with children how these different roles benefit us. Children enjoy enacting roles, posting miniature letters into the tiny postbox when delivering the post.
- The childminder introduces mathematical concepts in imaginative ways. She uses 'Gruffalo' pictures and encourages children to place purple pegs on his back. Children learn to count forwards and backwards, and through conversations and questioning, they start to develop a secure understanding of the value of numbers.
- The childminder works with other professionals to improve her practice and give children new social encounters. She regularly meets with other childminders and attends local groups, where children learn songs and have the opportunity to develop social skills by playing alongside other children. The childminder has professional discussions with other early years providers that children attend to

share appropriate information.

- The childminder knows the children well. She uses her professional knowledge of children's development alongside assessment tools to pinpoint next steps for children. She uses the resources and her interactions with children to give them the extra practise they need to make progress. She sets young children tricky challenges, such as threading pasta tubes onto pipe cleaners, to help develop precision in their fine motor control. She skilfully explains to children what they need to do, but she does not always continue giving children the input that they need to help them to sustain their concentration.
- Children behave well. The childminder gently reminds children of the behaviours they should be showing. For example, she reminds children of the house rules when they throw balls inside. She explains how the rules keep them safe, and she provides an alternative activity that children enjoy. Children listen and follow her instructions. They are polite and remember to start tidying up and tuck their chairs in after activities at the table.
- Parents have a good partnership with the childminder. They describe how settled and happy their children are when they arrive and when they pick their children up. They say that the childminder 'has a great relationship' with their children and that she is 'very kind and knows each child individually'. The childminder regularly communicates with parents about children's development and shares photos of the activities children enjoy.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is constantly aware of potential risks and takes steps to ensure that children are safe. She implements procedures during trips and outings to help children learn to keep safe when walking alongside roads. The childminder knows the indicators that would alert her to a child that might be at risk of harm, and she knows which authorities she needs to contact to help keep children safe. She attends training and has an understanding of a range of safeguarding issues that may impact children's safety. She makes sure that the premises are secure and that the environment is appropriate for children to play and learn.

What does the setting need to do to improve?

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

- support children as they engage in more-complex tasks to help them sustain their concentration.

Setting details

Unique reference number	153378
Local authority	Dorset
Inspection number	10234257
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	4
Number of children on roll	8
Date of previous inspection	7 February 2017

Information about this early years setting

The childminder registered in 2001 and lives on the outskirts of Bridport, Dorset. She offers care for children from Monday to Thursday, all year round. She receives early education funding for eligible children and holds a relevant 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 provider.
- The inspector observed the interactions between the childminder and children.
- 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 curriculum.
- Children spoke to the inspector during the inspection.
- 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023