

# Childminder report

---

Inspection date: 13 January 2023

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

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

## **What is it like to attend this early years setting?**

### **The provision is good**

The childminder offers a welcoming and homely environment where children feel happy, safe and secure. Children develop a strong relationship with the childminder and go to her for cuddles regularly. The childminder knows the children well and meets their needs promptly as they communicate that they are hungry or tired.

Children are inquisitive as they explore the resources and activities set out by the childminder. They learn different colours as they use magnetic wands to pick up colourful transparent discs. Children enjoy playing with cooked spaghetti. The childminder supports them well, overall, as she encourages children to explore the length of the spaghetti. For example, older children compare the lengths of the pieces of spaghetti using terms, such as 'longer' and 'shorter'.

The childminder worked throughout the COVID-19 pandemic to provide much-needed support to parents and ensure consistency in routines for the children. The childminder is consistent with ensuring that children carry out handwashing routines. As a result, children understand the importance of good handwashing after using the toilet and before mealtimes.

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

- The childminder delivers a varied and interesting curriculum that focuses on promoting children's foundational skills and preparing them for their next steps in education. She knows the children well. The childminder uses her observations of children and her conversations with parents to identify children's strengths as well as areas where they may need extra support.
- The childminder offers a good range of age-appropriate activities to build on what the children already know and can do. This helps to ensure that knowledge is learned gradually and securely before moving on to the next concept. However, occasionally during activities, the younger children are not always able to follow their emerging interests, as their older friends can.
- Children behave very well. The childminder is a positive role model and has high expectations for children's behaviour. She is quick to remind children of her expectations when they forget. For instance, when children want the same toy, she gets down to their height and makes good eye contact as she reminds them about taking turns and sharing.
- The childminder supports children's health and hygiene well. She works with parents to ensure that snacks and packed lunches are healthy and nutritious. The childminder talks to parents about her expectations of the packed lunches they provide and works with children to help them to try new foods.
- Children have opportunities to be physically active in the garden and on trips to local parks and the beach. The childminder supports children to develop the

small hand muscles they need for future writing. For example, children learn to use tools with control, such as when they use scissors safely to cut spaghetti.

- The childminder is dedicated and puts children at the heart of what she does. She reflects on and evaluates her practice regularly. The childminder involves parents in the self-evaluation process to help to identify improvements to the setting.
- Parents speak highly of the childminder. They appreciate the interesting experiences that she provides for their children. Parents comment that they find the daily handover discussions very useful, for example on topics such as toilet training and sleep and behaviour strategies. The childminder provides parents with a good amount of information and support to help them to continue their children's learning at home.

## **Safeguarding**

The arrangements for safeguarding are effective.

Safeguarding and the children's well-being are high priorities for the childminder. The childminder has a secure knowledge and understanding of how to keep children safe. She is aware of the signs and indicators that could mean a child is at risk of harm. The childminder has clear procedures to follow should she have concerns about a child's well-being. She has a secure knowledge of safeguarding issues, such as female genital mutilation and county lines. The childminder supervises children closely. She provides a secure environment to ensure all children remain safe.

## **What does the setting need to do to improve?**

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

- refine the organisation of activities so that children of different ages and abilities are supported most effectively.

## Setting details

<b>Unique reference number</b>	EY465969
<b>Local authority</b>	Bournemouth, Christchurch & Poole
<b>Inspection number</b>	10236237
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 6
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	8 February 2017

## Information about this early years setting

The childminder registered in 2013. She lives in Poole, Dorset. The childminder offers childcare on Monday, Tuesday, Thursday and Friday, from 7.45am to 5.30pm, for 48 weeks of the year. She can receive funding for free early education for children aged two, three and four years. The childminder has 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 provider.
- The childminder spoke to the inspector about children's learning and development and what she wants the children to learn.
- The inspector talked to the childminder at appropriate times during the inspection.
- The inspector observed children at play and discussed their development with the childminder.
- The inspector and the childminder completed a joint observation together.
- Children communicated with the inspector during the inspection.
- The inspector received feedback from parents and took their views into account.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023