

# Childminder report

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Inspection date: 18 January 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 very happy and settled in the childminder's care. They form close and loving bonds with her. Younger children snuggle up to her to sleep, and all children smile and giggle with her in their play. Children are safe and secure in the childminder's clean and well-maintained home. They learn how to keep themselves safe, such as how to cross roads safely on walks. The childminder helps children to learn about good personal hygiene, such as following thorough handwashing routines and eating meals together at the table.

The childminder provides a good and balanced curriculum of activities to support children's development. Children are keen to explore the activities she plans and choose freely for themselves to lead their own play. They explore colours and textures, choose books to read and build with construction toys. They behave well and learn positive attitudes and manners. The childminder has high expectations of children's behaviour. She is a positive role model, who gently helps them to learn about sharing and playing kindly with younger children, and to follow her instructions.

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

- The childminder knows children well and uses her assessments to plan their learning effectively from the start. She supports their personal interests and is clear about what she intends them to learn next to help them make good progress.
- The childminder uses good teaching skills to build on what children already know and can do. She provides realistic challenges and adapts activities to meet the individual needs of all children. For example, older children learn to balance on a wobble board that younger children use to strengthen their early walking skills. As children develop their self-confidence, they excitedly practise their new skills.
- Children are interested in learning. Younger children focus intently as they try to assemble construction pieces together. Older children explore games to learn shape names, count and learn about size, developing their mathematical skills.
- Children benefit from lots of walks and outings to learn about their community and environment. For example, they observe changes in the environment during very cold weather. However, they have less opportunity to explore different cultures and lives to help them learn more about diversity in their community and the world.
- The childminder helps children to develop their independence and skills in readiness for future learning and school. For example, older children learn pencil control and build their confidence and independence. However, some younger children cannot easily see or access drinking water for themselves throughout the day to support their health and independent choices even further.

- Children make good progress in their communication and language development. The childminder asks older children questions to encourage them to think and recall past events. She responds well to encourage younger children's babbles and emerging words as they begin to speak. Children learn new words to build their vocabulary, such as what 'gritty' and 'scratchy' mean, and how to pronounce words correctly.
- Partnerships with parents and other settings are good. The childminder works well with parents and the local nursery that some children also attend to support their well-being and all-round development.
- The childminder reflects on her provision to identify and make improvements. For example, she has increased the opportunities for children to learn about technology in play. Parents share very positive feedback regarding the care of their children. They state that their children feel safe and loved and have developed social skills very quickly. Parents trust the childminder implicitly and benefit from lots of updates about what children have been doing.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her safeguarding role and responsibilities. She keeps her knowledge up to date, such as through training, to ensure that she is aware of the risks to children both locally and nationally. This helps her to understand the signs and symptoms of abuse and neglect and the correct procedures to follow to safeguard children's welfare. The childminder uses her risk assessments to keep children safe in her home and on outings.

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

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

- help younger children to access drinking water more easily throughout the day to support their health and independence even further
- enhance the curriculum with more opportunities for children to learn about diversity, locally and around the world, to develop their understanding of the world even further.

## Setting details

<b>Unique reference number</b>	144111
<b>Local authority</b>	Bournemouth, Christchurch & Poole
<b>Inspection number</b>	10263522
<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 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	4 May 2017

## Information about this early years setting

The childminder registered in 2000. She lives in Poole and offers care from 8am to 5pm, Monday to Thursday. The childminder receives funding to provide free early education for children aged three years.

## Information about this inspection

### Inspector

Bridget Copson

### 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 setting.
- The childminder completed a learning walk around her home with the inspector and explained how she meets children's needs and delivers the curriculum.
- The inspector observed activities and the quality of the childminder's interactions with the children.
- The inspector sampled the childminder's documentation and discussed her knowledge of the requirements of the early years foundation stage.
- The inspector took account of parents' and children's views.

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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