

Childminder report

Inspection date: 20 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

Children build strong bonds with the childminder, who is kind and caring. She knows children well and plans activities to nurture their interests and inspire their learning. Children demonstrate motivation to learn as they explore with ice and learn about the behaviour and habitat of penguins. They listen intently to new information and stories, to develop their listening and attention skills.

Children learn to be independent in preparation for school. For example, they use cutlery and put on their own coats and shoes. The childminder praises children for taking turns and is a good role model. She speaks to children with respect and values their ideas, which encourages them to do the same to others.

Children learn new vocabulary to develop their communication and language skills. For example, during a board game, the childminder tells children the names of the sea creatures they catch with magnetic hooks. Children later use these words as they play. Children are confident and have high self-esteem. For example, they proudly show off their artwork, which the childminder displays on the door. Children get plenty of fresh air and exercise to help keep them fit and healthy. They enjoy riding on scooters in the garden and trips to parks and other open spaces.

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

- The childminder plans a balanced curriculum that focuses on developing children's communication, social and physical skills. She tracks children's learning to ensure they make good progress, working with parents and other professionals to close any gaps in development.
- Children test out their ideas to develop their critical thinking. For example, they investigate whether ice cubes melt more quickly in salt or water.
- Children learn about the world around them, to help them make sense of their environment. For example, they learn about the weather and make fat balls to feed to the birds.
- Children behave well and follow the rules and expectations of the setting. The childminder gently reminds children to say please and thank you, to help develop their manners.
- The childminder teaches children early mathematical concepts in preparation for school. For example, she supports children to count and recognise that each item counts as one. Children also learn the vocabulary of shape and size.
- Children learn to manage their personal care needs independently. This helps them to develop their confidence and self-esteem. For example, they attend to their own toileting and wash their own hands.
- Children use language well. For example, they talk confidently about what they

enjoy doing and engage in meaningful conversations with others. Children share their ideas and listen to others when they speak, which develops their social skills.

- The childminder links activities effectively to help children remember what they have learned. For example, children draw penguins and learn about their size and diet after seeing them on a recent outing with the childminder. She encourages them to recall past learning, to help them build on what they already know and can do.
- Children develop their fine motor skills to help them build their muscles in preparation for early writing. They hold pencils with a firm grip as they colour and use their hands to fill buckets to make sand castles.
- Parents report that they are happy with the care and learning their children receive. They say that their children enjoy their time with the childminder and that they value the variety of activities provided.
- The childminder keeps up to date with mandatory training. However, she does not undertake additional training to improve her understanding of children's individual needs. For example, she does not have a thorough knowledge of the potential impact of children's special educational needs and/or disabilities on their behaviour and how they express themselves.
- The childminder shares information about children's progress with parents and suggests ways they can support their children's learning at home. However, she is not proactive in seeking information from parents about children's starting points, to inform planning and to help ensure that they make swift progress from the outset.
- The childminder ensures that the setting is clean and hygienic. During the COVID-19 pandemic, parents collected and dropped off their children at the door, to help prevent the spread of infection.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a strong understanding of the signs and symptoms that might indicate that a child is at risk of abuse. She understands the local safeguarding partnership's procedures for reporting concerns about children's welfare and potential allegations made about her practice. The setting is clean and hygienic. The childminder takes appropriate steps to prevent the spread of infectious illnesses. She uses risk assessments effectively to help keep children safe from harm. The setting is safe and secure.

What does the setting need to do to improve?

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

- explore training opportunities, to help raise the quality of learning and

development even further

- work with parents to encourage them to share information about children's starting points, to help build on what children already know and can do.

Setting details

Unique reference number	100280
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10263659
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 8
Total number of places	6
Number of children on roll	7
Date of previous inspection	9 May 2017

Information about this early years setting

The childminder registered in 1997. She lives in Bournemouth, Dorset. She provides care for children Monday to Friday, from 7.45am to 6pm, all year round. The childminder receives free early education funding for children aged two-, three- and four-years old.

Information about this inspection

Inspector

Lisa Large

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 spoke to the inspector about their intentions for children's learning.
- The childminder and the inspector carried out a joint observation of an activity.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.

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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