

# Childminder report

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Inspection date: 24 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 arrive happy and settle quickly. They are eager to explore independently the activities set out in the environment. Older children learn to do simple tasks for themselves, such as repairing a new ball run when a piece becomes loose. Younger children enjoy exploring how their actions cause lights and sounds when they push buttons on the ball run.

Children behave well. They develop good social skills and enjoy the company of others during activities. Children gain a wide circle of friends. Younger children develop the confidence to separate from the childminder and explore. They have strong and close bonds with the childminder. Children relish the encouragement and praise the childminder gives them. This increases their confidence and self-esteem.

The childminder recognises the impact of the COVID-19 pandemic and has changed the provision accordingly. She ensures that children have plenty of time outdoors in order to benefit from fresh air and physical exercise. The childminder has since introduced book bags with books and activity ideas to help extend children's learning at home.

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

- The childminder has high expectations for all children to make the best possible progress. She designs a curriculum so that children make progress across all areas of learning. When children first start, any gaps in their communication and language development are reduced and they catch up quickly. The good support they receive from the childminder develops their confidence to talk.
- The childminder knows the children who she cares for well. She plans activities that provide appropriate challenges. Children demonstrate high levels of engagement and perseverance when completing activities. However, on occasion, the childminder directs children's play to the next activity too quickly. This interrupts their concentration, and they are not always able to sustain their interest in activities.
- The childminder takes the children on regular trips out of the setting to toddler groups, the library, local parks and places of interest. This provides the children with opportunities to mix and socialise with other children. This is something the childminder has encouraged due to the impact of COVID-19.
- Children develop good practices to keep them healthy. They drink plenty of water and have healthy snacks and lunches. The childminder is vigilant about runny noses. She shows respect for children, such as when asking younger children permission before wiping their noses. Older children practise brushing pretend teeth, using toothbrushes to get the germs off.

- The childminder supports children's emotional well-being. She encourages children to be independent and develop resilience. For example, children feed themselves confidently. They make choices about what type of food they would like to eat at mealtimes. Children move around the childminder's home with ease, choosing which activities they would like to explore.
- The childminder takes time to develop professional and caring partnerships with parents. She shares learning and care information with parents and other settings where children also attend. Parents describe the childminder as 'honest', 'consistent' and 'constructive'. They appreciate the support and advice the childminder provides them. Parents comment that the childminder has particularly supported their children with their speech and language development. They say that they 'couldn't recommend her enough'.
- The childminder understands the importance of developing her practice. She seeks ways to improve the children's learning and development. For instance, the childminder has developed her outdoor area to support children to explore and learn more about nature. She meets with other childminders regularly to share ideas and evaluate her practice.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of the signs and indicators of abuse and knows what action she must take if she has concerns about a child's welfare. She completes training courses that help to update and extend her safeguarding knowledge. The childminder is knowledgeable about issues that can affect children, such as county lines and female genital mutilation. The childminder's home is safe and secure. She risk assesses her home, activities and outings to keep children safe. The childminder supervises children well at all times.

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

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

- consider ways to sustain children's interest during activities to further develop their concentration.

## Setting details

<b>Unique reference number</b>	EY313357
<b>Local authority</b>	Dorset
<b>Inspection number</b>	10263898
<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 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Date of previous inspection</b>	16 May 2017

## Information about this early years setting

The childminder registered in 2005. She lives in Corfe Mullen in Wimborne, Dorset. The childminder operates Monday to Thursday, from 8am to 5pm, all year round, except for bank holidays and Christmas. She offers funded early education for children aged two, three and four years. The childminder holds 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 provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector completed a learning walk and a joint observation together.
- The inspector talked with parents, children and the childminder at appropriate times during the inspection. She also looked at written feedback left by parents.
- The inspector observed children taking part in indoor activities.
- The childminder discussed improvements that have been made since the last inspection with the inspector.
- The inspector looked at relevant documentation and evidence of the suitability of the childminder and persons living in the household.

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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