

Childminder report

Inspection date: 14 February 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 are happy and settled in this friendly home-from-home setting. They confidently choose their own toys and enjoy the activities the childminder provides. Children form strong attachments to the childminder. They are keen to involve the childminder in their play and go to her for support and help. This helps children feel safe and secure.

Children behave well and show respect for the childminder and each other. They listen attentively to the childminder and follow the boundaries and daily routines. They play and share the resources and talk to each other about what they are doing. The childminder attends playgroups and music groups with the children. This develops children's confidence and social skills and prepares them for school.

The childminder encourages children to persevere and 'have a go'. She consistently praises children's efforts and gives them time to develop new skills. For example, children laugh and say 'pinch, pinch, pull' as they try to open their own packets at lunchtime. They beam with pride when they succeed. This builds children's self-esteem and enables them to feel a sense of pride in their achievements.

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

- The childminder engages children in meaningful conversations and encourages them to talk about what they are doing. For example, she talks to the children about holidays and what they might see in the woods as they play with small-world people and vehicles. This helps children to learn and use a range of vocabulary. Children's communication skills are developing well.
- Children's mathematical understanding is developing well. They accurately count cars and talk about the sizes and shapes of the toys they are playing with. For example, children show the childminder a transparent coloured shape and look through it. They confidently use mathematical vocabulary as they talk about the shape's colour and size and what happens if they turn the shape around.
- The childminder knows the children well and has a good understanding of how they learn. She regularly assesses children's progress and understands what they know and what they can do. The childminder has a sound knowledge of each child's next steps. However, she does not always use this knowledge as well as she could to focus her teaching and planned activities more sharply on targeting these next steps.
- Children benefit from the trips the childminder takes them on. They regularly go to the park, the beach, the farm and the library. The childminder uses these experiences to support children's learning across all areas of the curriculum. For example, children listen for sounds and look for letters in the environment. They learn how to use technology as they scan their library books and press the

button for the bus to stop. The childminder teaches children how to be safe on their daily walks. Children use the phrase, 'If the pavement stops, we stop.' These opportunities help to expand children's knowledge of the world around them.

- Parents say their children love attending this 'family-orientated' setting. They comment that the childminder shares regular updates of their children's learning and achievements. They comment that they know their children are happy and safe. Parents especially value the extensive range of outings their children experience during their time with the childminder.
- The childminder liaises with parents and professionals to ensure she gives children with special educational needs and/or disabilities the support they need. This supports all children to make good progress in their learning. The childminder meets with the local school in the summer term to help children make a smooth transition. However, she has not fully developed relationships with other providers to share information about children to support the continuity of their learning.
- Children have daily opportunities to be active. The childminder provides a safe outdoor space with a range of equipment to help children develop their balance and coordination, negotiate space and play ball games. The children are also developing their understanding of the importance of healthy food choices. For example, they give a thumbs up or a thumbs down when the childminder talks about different foods.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of different safeguarding issues. She knows how to recognise signs that may mean children's welfare is at risk. The childminder understands how to manage any concerns should they arise. This includes making referrals to outside agencies. She knows when she might notify Ofsted of information, such as in the event of an allegation being raised against herself or a household member. The childminder's home and garden are safe and secure. The childminder follows clear procedures for keeping children safe on trips. She promotes children's understanding of how to keep themselves safe, such as teaching them about road safety.

What does the setting need to do to improve?

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

- focus teaching and planned activities more precisely on children's next steps to promote their progress to the highest level
- strengthen partnerships with other providers so that information about children's development is shared to support the continuity of their learning.

Setting details

Unique reference number	EY487031
Local authority	Dorset
Inspection number	10264338
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 11
Total number of places	5
Number of children on roll	9
Date of previous inspection	12 June 2017

Information about this early years setting

The childminder registered in 2015. She lives in Lyme Regis, West Dorset. The childminder is available to care for children Monday to Thursday from 8.30am to 5.30pm, and on Friday from 8.30am to 3pm, all year round. She holds a childcare qualification at level 3. The childminder receives funding to provide free early years education for children aged three years.

Information about this inspection

Inspector

Mikaela Jauncey

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 viewed the provision and discussed the safety and suitability of the premises.
- The childminder talked to the inspector about her curriculum and what she wants children to learn.
- The inspector held discussions with the childminder throughout the inspection and discussed how children's progress is monitored.
- The inspector spoke to some parents and looked at emails that parents provided.
- Children spoke to the inspector during the inspection.
- The inspector carried out a joint observation of a creative activity with the childminder.
- The inspector observed interactions between the childminder and children.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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