

Childminder report

Inspection date:

23 February 2023

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Outstanding

Summary of key findings

This provision meets requirements

- The childminder demonstrates detailed knowledge of the learning and development requirements of the early years foundation stage. She explains how she keeps her knowledge up to date and refreshes her skills using online learning. Using a range of teaching skills, she meets the children's individual learning styles and demonstrates that she can support her curriculum. She has systems in place to observe and to monitor children's progress and to swiftly identify any gaps in their learning.
- The childminder knows how to gain information from parents to enable her to support children's individual care throughout the day. She recognises the value of working closely with parents and other professionals to help promote continuity of care and learning.
- The childminder understands how to promote children's physical well-being. She demonstrates, through discussion, how she intends to provide daily opportunities for children to enjoy fresh air and exercise. The childminder understands how to promote positive behaviour with children in order to support and develop their confidence and self-esteem.
- The childminder has a clear understanding of how to safeguard children. She knows the possible signs and symptoms of abuse and neglect and how to refer any concerns to the relevant authorities. Daily checks and risk assessments of her home help the childminder to identify and to remove any potential hazards to children.
- The childminder has high expectations for children's behaviour. She explains how she helps children to develop positive relationships and how she incorporates sharing, turn taking and respect for others into daily activities.

There were no children in the early years age range present when this inspection took place. The findings in this report are based on evidence gathered from discussions with those who care for the children and an inspection of the premises, equipment and relevant documentation. Where there are no early years children present, no judgement is made on the quality of the early years provision as there is no reliable evidence on which to assess its impact on children. The report states whether the provider continues to meet the requirements of registration.

Setting details

Unique reference number	109726
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10263225
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	0 to 0
Total number of places	6
Number of children on roll	0
Date of previous inspection	25 April 2017

Information about this early years setting

The childminder registered in 1997 and lives in Broadstone, near Poole in Dorset. She provides care on Tuesdays and Thursdays, including before and after school and the occasional weekend for older children, for 48 weeks a year. The childminder holds a childcare qualification at level 4.

Information about this inspection

Inspector

Fiona Whitwell

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 provided the inspector with a sample of key documentation on request.
- The inspector discussed with the childminder how she can support children's learning and development.
- The inspector discussed with the childminder how she intends to meet the safeguarding and welfare requirements when minding 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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