

# Childminder report

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Inspection date: 15 February 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 clearly feel safe and secure in the childminder's welcoming environment. They behave well and respond to the childminder's gentle nurturing approach. Children are confident to move around making choices in their learning. For example, they choose to engage in drawing, and the childminder extends the activity by providing stickers and lots of different mark-making materials, such as wax crayons, pencil crayons and felt tips. This ensures all children can see the marks they are making, and they enjoy talking about the different insect stickers.

Children have a positive attitude to learning. The childminder knows them well, so she is able to tailor her curriculum to their individual needs and interests. The childminder has informal assessment arrangements to make sure that children are progressing in all areas of their learning. She involves parents in the two-year progress reports to make sure they are an accurate reflection of the child's development.

The childminder had periods of closure during the COVID-19 pandemic. She changed some of her routines when she started caring for children again, such as arrival and collection arrangements for the parents and children. The childminder makes sure that she communicates well with parents at these times.

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

- The childminder provides a wide range of good-quality activities and learning opportunities. She adapts to the children's age and stage of development. In general, the childminder's curriculum is varied and designed to meet each children's needs. However, occasionally, the childminder does not have a clear focus for some of her structured learning activities. For example, the childminder covers their communication and language, physical development and personal, social and emotional development well. However, she does always incorporate other areas of learning such as literacy to extend their learning even further.
- Children learn about healthy lifestyles through discussion and the childminder role models good oral health. Children follow effective hygiene routines and have numerous opportunities for physical exercise in the fresh air. There are a range of resources to help children learn the importance of cleaning their teeth and being mindful of healthy eating. The childminder takes the children to the park where they have opportunities to run and climb, and practise navigating the steps of the slide with confidence. Children also use the childminder's garden for physical activities, such as ball games. They persevere in learning new skills, such as getting the ball into the hoop.
- The childminder builds positive relationships with parents. She provides a smooth transition, such as a good settling-in procedure, to make sure that

children feel comfortable when they first join. Parents report that the childminder provides lots of lovely craft activities and that she spends a lot of time investing in getting to know the children well. They also value her wealth of experience. Parents feel the communication is good and that they have a clear picture of their child's time with the childminder.

- Children behave well. The childminder has a calm and nurturing manner which children respond well to. She uses effective strategies to help children learn the boundaries and expectations. Children learn to respect and value others. The childminder regularly takes children to local groups in the community, and implements activities at home, such as exploring Chinese New Year and other relevant festivals.
- The childminder promotes the prime areas of learning well. Children sing familiar songs and rhymes, and listen to stories promoting their communication and language development. Children have opportunities to build positive relationships with children of similar ages in the community. The childminder has a good range of resources to promote children's physical development, both their small- and large-muscle control. For example, children carefully post objects in containers, matching the different colours. They confidently use the sit-and-ride toys and scooters.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder has a good understanding of safeguarding and her role and responsibility to keep children safe. She completes training on a regular basis to make sure that her knowledge is up to date. She undertakes regular risk assessments of all aspects of her home and garden, and when they go on outings in the community. Children learn to take controlled risks. For example, they know how to use the equipment safely, such as the slide and see-saw.

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

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

- make sure that there are clear learning intentions for the structured activities to extend children's learning further.

## Setting details

<b>Unique reference number</b>	130036
<b>Local authority</b>	Bournemouth, Christchurch & Poole
<b>Inspection number</b>	10264883
<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 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	11
<b>Date of previous inspection</b>	29 June 2017

## Information about this early years setting

The childminder registered in 1997 and lives in Merley, Dorset. The childminder operates all year round, from 8am to 6pm on Monday to Friday, except for the week between Christmas and New Year, family holidays and bank holidays. The childminder receives funding to provide free early education for children aged two, three and four years. She holds the national nursery examination board qualification at level 3.

## Information about this inspection

### Inspector

Lorraine Sparey

### 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 setting.
- The inspector spoke to the childminder about her curriculum and how she plans her learning opportunities to support children's progress in their learning.
- The inspector took account of parents views through the written comments they had provided for the inspection.
- The inspector toured the premises with the childminder and spoke with children at appropriate times throughout the inspection.
- The inspector reviewed appropriate documentation such as first-aid and safeguarding certificates.

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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