

# Childminder report

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Inspection date: 22 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 are settled and happy with the friendly childminder. They respond easily to her gentle humour and welcoming approach. The childminder liaises often with parents and gets to know their children's interests well to support their learning. For example, children like exploring colour and texture within creative activities. They have fun sticking pictures of food, such as bacon, eggs or a lemon onto a pretend pancake. They talk about the colours of the food and count how many pieces they have stuck on. The childminder provides a varied curriculum to encourage children's interest and help them achieve and make good progress.

Children explore toys happily and use their imagination well in their play. They like playing with the play food to make 'pretend' meals, and tell the childminder they have made some 'strawberry soup'. They laugh as they try to 'flip' the play dough pancakes they have made. Children push the colourful bricks together and say they have made a 'computer'. Children interact well together and learn to use good manners. Older children politely say 'Excuse me', as they move past a friend to sit at the table.

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

- Parents think highly of the childminder. They report that she is amazing, caring and kind and provides a home-from-home environment with exciting activities. The childminder puts systems in place to keep good communication with parents.
- Children behave well overall. The childminder encourages them to learn how to be kind and considerate to their friends. Older children show concern for others and ask the childminder about their friends, who they know are feeling poorly.
- The childminder encourages children's communication skills well. She models language effectively, introducing more complex words, such as 'condensation' or 'kneading', to help develop children's vocabulary. Younger children like singing and spontaneously sing the 'Happy Birthday' song when making a pretend cake.
- The childminder reflects on her practice and is keen to develop this further. She liaises with other childminders and shares ideas for different activities. However, she has not fully considered making more use of a wider range of professional development opportunities to support her aims for improvement, and raise to the quality of education she provides for children in all areas of their learning as effectively as possible.
- The childminder observes children's achievements and monitors their progress. She follows children's interests to support their learning well. For example, children ask to make some play dough, and they develop good concentration as they stir and mix the flour and water together. They push and prod the dough to make marks and tell the childminder they have made some pancakes.

- Children develop a good interest in books and enjoy listening to the childminder reading a favourite story. She encourages children's involvement very well, for example the use of related toys to help them act out the story.
- The childminder promotes children's awareness of healthy living effectively overall and they have frequent opportunities to exercise. For example, children have fun with their friends at a soft play centre, where they gain confidence with their mobility. They laugh as they attempt to balance on one leg and begin to wobble. The childminder talks with children about the importance of cleaning their teeth and foods that help them stay healthy.
- The childminder provides motivating activities that engage children's interest and support their overall learning effectively. However, she has not fully considered ways to support children's early interest in written letters and numbers, for example, to help them learn more about how print has meaning.
- Children develop their early understanding of their community and the world through fun activities. For example, they show excitement as they hear a helicopter flying overhead and run to the window to look for it. They enjoy going with the childminder on outings to the nearby beach to explore the sand, pebbles and seaweed. They talk with the childminder about the ducks they see swimming on the river, or the den they play in when she takes them for walks to the local woodland area.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to protect children's welfare. She is aware of safeguarding issues and procedures to follow in the event of a concern arising about children's well-being. The childminder completes risk assessments of her home and any outings that she organises for children. For example, she teaches children where they can play safely on the beach and supervises them there.

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

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

- provide more consistent opportunities for children to develop their understanding of how print has meaning
- consider further ways to make use of professional development opportunities to raise the quality of teaching to an even higher level.

## Setting details

<b>Unique reference number</b>	EY433585
<b>Local authority</b>	Dorset
<b>Inspection number</b>	10263042
<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>	2 to 10
<b>Total number of places</b>	5
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	18 April 2017

## Information about this early years setting

The childminder registered in 2011. She lives in Lyme Regis, Dorset. The childminder is available to care for children on Tuesday to Friday each week, from 8.30am until 5pm, all year round. The childminder receives government funding to provide free early years education for children aged two, three and four years.

## Information about this inspection

### Inspector

Mary Daniel

### 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 childminder and has taken this into account in their evaluation of the setting.
- The inspector and the childminder completed two joint observations of activities and discussed the quality of education provided.
- The inspector viewed a sample of documentation, such as the childminder's policies and children's progress checks.
- The inspector observed children's interactions in play indoors and discussed their learning and development.
- The inspector took account of the written comments from parents.

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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