

# Childminder report

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Inspection date: 28 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**

The childminder provides a welcoming homely atmosphere. She provides a pick-up and drop-off service to and from her home; children are eager to join their friends on the journey. Children love her playful attitude.

Children are learning to take turns and know that if they need help they may sometimes have to be patient. The children therefore, have a strong bond with the childminder and know that she will support them when they need it. The childminder offers help and praise in equal measure. Children behave very well at this setting. The childminder promotes good behaviour. Children say 'please', 'thank you' and cover their mouths when they cough, as they are learning not to spread germs.

The childminder arranges enticing activities based on the children's interests. She makes learning interesting and engages the children for long periods in an activity. For example, in the garden she gives each child a magnifying glass and asks them to find something which grows. The children delight in this nature hunt for some time as they exclaim, 'We are detectives!' Children are curious and have a good attitude to learning. The childminder supports all children to reach their milestones. She tracks the progress of children and shares this with parents. Parents feel supported and feel confident that their children are 'school ready' and comment that the childminder is 'reassuring and guiding'.

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

- As the children know the setting and childminder well, they settle quickly and relax, knowing where to find resources to extend their play. For example, children select straws independently when they want to incorporate them into play dough to make models.
- Snack time is a social time and children demonstrate that they are making healthy choices as they discuss their favourite fruits. Children know that food 'gives them energy'. The childminder uses this time to promote independence as she encourages children to cut up bananas.
- The childminder supports each child's learning and development by using her vast bank of knowledge and experience. She studies modules online to increase her learning, such as how children of different ages play and learn.
- Children receive good support to develop their personal, social and emotional skills. They learn to share resources and are respectful to each other as the childminder is a good role model. They are beginning to learn what makes them unique and this helps to prepare their resilience for later on in life.
- Children enjoy regular outings to the woods and library. They have opportunities to learn about different parts of the local area, such as farms and the beach

where the childminder extends their knowledge about nature.

- The childminder uses encouraging phrases such as 'you can do it' and 'well done'. Children delight in their achievement, which supports the development of their confidence. They are getting ready for their next stage in education. They know to put on their coats and shoes when they go outside and they do this independently without prompting.
- The childminder encourages children to count items they are playing with. Children demonstrate that they can recite a sequence of numbers. However, sometimes, the childminder does not always help children to be confident in talking about numbers in everyday situations to develop their mathematical knowledge further.
- Children learn in a well-sequenced way and the childminder checks on children's understanding. For example, when children select a template to draw around, the childminder asks if they remember the name of the flower it represents. She jogs their memory to help them to recall 'Remembrance Day'. Children excitedly say, 'It's a poppy'.
- The childminder models language well and introduces new words to help increase the children's vocabulary, such as 'bulb', 'root' and 'compost' during a garden activity.
- Children enjoy looking at books and listen with interest as the childminder reads stories in an expressive way. She teaches them that there are different kinds of books and that some have facts rather than stories in them. This helps children to develop good early literacy skills.
- Parents are confident that their children are well cared for as they say that the childminder provides a 'safe and nurturing' environment.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands how to recognise children who may be at risk of harm. She knows the signs and symptoms of abuse and keeps her knowledge up to date on child protection issues by engaging in online training. She recognises her responsibilities and the procedures to follow should she have a concern about a child's safety. She has comprehensive policies in place covering a wide range of safeguarding issues. She teaches children about road safety and risks within the environment.

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

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

- support children to develop their mathematical knowledge around numbers even further, particularly in everyday routines.

## Setting details

<b>Unique reference number</b>	EY289390
<b>Local authority</b>	Dorset
<b>Inspection number</b>	10263573
<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 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	5 May 2017

## Information about this early years setting

The childminder registered in 2004. She lives in the village of Kimmeridge, Dorset. She provides care every weekday throughout the year, from 7.30am to 6pm. The childminder holds an early years qualification at level 4.

## Information about this inspection

### Inspector

Fiona Whitwell

### Inspection activities

- This was the first routine inspection the provider 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 showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and the children.
- The childminder provided the inspector with a sample of key documentation on request.

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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