

Childminder report

Inspection date: 14 March 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 enjoy attending and are settled and happy in the home-from-home environment provided by the childminder and her assistant. They interact well with both adults and with one another. For example, three children play cooperatively with the water wall, taking turns to scoop up and pour water. Children develop independent skills, such as serving their own fruit for snack and confidently express their views, for example whether they want to join in with an activity or not. The childminder and her assistant value the children's ideas and offer praise and encouragement which motivates them and boosts their self-esteem. For example, when a child puts their coat on by themselves the childminder gives them a high five.

The childminder has high expectations for all children and quickly identifies any gaps or delays in their learning. She works with other providers and agencies to ensure that she offers the support that each child needs to make good progress from their starting points. She and her assistant offer a varied range of activities that cover all areas of children's development. In addition to using the playroom and garden at home, the childminder and her assistant take children out to extend their learning. For example, they visited a donkey sanctuary and the children enjoy reflecting on this and listening to a story about a wonky donkey.

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

- The childminder and her assistant work closely together to meet children's care and learning needs. They know children well. They seek information from parents about what their child can already do when they first start and regularly assess their progress. This helps them to identify what each child needs to do next and they support this through a balance of planned and child-led activities.
- Children develop confidence and make independent choices about their play. They are keen to take part in activities and focus well on what they are doing. For example, children spend time exploring play dough and use their imagination as they create cards for Mother's Day. The childminder ensures that all ages are involved, giving the youngest children paints and a paintbrush to decorate their own cards.
- The childminder and her assistant offer good support for children's learning. They show interest in what children are doing and talk to them as they play to encourage their communication skills. They encourage them to persevere, praising them for 'good trying'. They value their creativity, giving them free rein to create their own designs. However, on occasion they do not take the opportunity to extend activities further to support children's learning more fully.
- The childminder works closely with parents to meet the children's needs. She uses an online platform to share details of their child's progress and

communicates with them face to face. She also shares information about relevant topics, such as online safety. Parents give positive feedback, commenting on the home-from-home environment and the progress their children have made. They appreciate the flexibility and reliability of the childminder and her assistant.

- Children are well behaved. They show respect for one another as they play together happily and share resources, such as play dough and giant chalks. They listen to and willingly follow instructions, such as tidying toys away and going to wash their hands before eating.
- The childminder and her assistant have ongoing discussions about the quality of the provision and of their teaching practice. They have developed their knowledge since the last inspection. The childminder has completed training on identifying and supporting children with special needs which she has used to develop her practice in this area. Her assistant has completed a childcare qualification at level 2 which has improved her understanding of how to support children's learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a good understanding of their responsibility to safeguard children. Both are knowledgeable about the possible signs that a child may be at risk of harm. Their knowledge includes online safety and the risk of families developing extreme views. They know what to do if they are concerned about a child and the assistant is clear that she would make a referral herself if the childminder failed to do so. They provide a safe and secure environment for children. They use gates to deny access to the kitchen and keep the front door locked. The garden is fully enclosed and the dogs are always separated from the children.

What does the setting need to do to improve?

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

- develop practice further to ensure that every opportunity is taken to extend children's learning as far as possible.

Setting details

Unique reference number	EY482501
Local authority	Dorset
Inspection number	10276601
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	1 to 10
Total number of places	12
Number of children on roll	13
Date of previous inspection	24 July 2017

Information about this early years setting

The childminder registered in 2014 and lives in Shaftesbury, Dorset. She offers care from Monday to Thursday. She receives funding to provide free early education sessions for children aged two, three and four years. The childminder holds a relevant qualification at level 3. She works with an assistant.

Information about this inspection

Inspector

Catherine Sample

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 childminder spoke to the inspector about their intentions for children's learning.
- Children communicated with the inspector during the inspection.
- The assistant spoke to the inspector during the inspection.
- 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 childminder and inspector observed and discussed an activity led by the assistant.
- Parents and carers shared their views of the setting with the inspector via email.

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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