

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 are confident and independent learners. From an early age children are motivated in their learning. For example, children listen with interest to a story about a caterpillar. The assistants extend the activity by encouraging the children to identify the different foods the caterpillar was eating. They show the children the caterpillars that they are going to be observing and talk about when they will change into butterflies. Children's behaviour is good. They share and take turns. Older children support younger children, showing kindness as they get their coats ready to go outside.

Staff know the children really well and plan learning opportunities tailored to children's interests and abilities. When children first start, staff gather good information so they can plan from the outset to make sure every child makes the best possible progress. Staff have high expectations for the children to achieve. This helps children to be well prepared for the next stage in their learning and the move to school.

During the COVID-19 pandemic the childminder closed until after the first lockdown. During this time she sent out learning packs to the children and videos of her reading familiar stories. This made the transition back into the childminder setting much easier for the children. Parents report how much their children's speech and their ability to socialise has improved since the childminder has reopened.

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

- The childminder and her assistants work hard to create a welcoming environment where children make choices in their play. There is a good range of activities and they encourage child-led play at every opportunity. The curriculum in general takes account of the needs of all children. However, occasionally the focus is more on older children's learning and younger children lose interest and wander off.
- Partnership with parents are good. They value the improvements their children have made in all areas of their learning. For example, parents talk about children 'coming out of their shell' and developing their individual characters and confidence. They feel that they get fantastic communication with the childminder and her assistants. Although they leave and collect their child from the gate, they receive a good handover about what their child has been doing and what they can do at home to support their children's learning further.
- The childminder makes good use of the outside area and has introduced pet guinea pigs for the children to help look after. Children excitedly prepare vegetables, chopping them with safety knives and giving them to the guinea

pigs. They are also learning about the lifecycles as they look after caterpillars and learn about how they will turn into chrysalis and then butterflies. Children's physical development is particularly well supported in the outdoor area. Children show growing confidence as they use the different size stepping stones. They learn to balance on beams and show increasing control of their bodies.

- Children behave well. They are keen to help tidy up when asked and are polite and well mannered. The older children help the younger children to understand the boundaries and expectations. Children gain a strong sense of belonging. Staff praise their achievements and their creative work is displayed. They show good levels of confidence. Children are excited to tell a visiting adult about all the things they do with the childminder and her assistants. They excitedly look through their scrapbooks and talk about what they were doing in the photographs.
- The childminder enhances children's learning opportunities, taking them to places of interest in the local community. They visit the library, the toddler group and go on walks collecting nature objects. They take the objects back to the setting and make displays and learn about the different seasons and the world around them.
- The childminder and her assistants support children with special educational needs and/or disabilities well. For example, the childminder uses sign language to help communicate with the children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants have all completed safeguarding training and update this on a regular basis to ensure their knowledge is up to date. The childminder has clear policies and procedures to make sure everyone knows how to implement these to keep children safe from harm. The childminder has good procedures for recruiting her assistants and making sure they are fulfilling their roles and responsibilities. They have regular meetings and the childminder offers lots of different training opportunities to help them in their role. They undertake regular risk assessments in the playroom and when on outings. They teach children how to take risks but use resources safely.

What does the setting need to do to improve?

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

- continually review the curriculum to make sure the younger children's learning opportunities are tailored to their needs.

Setting details

Unique reference number	EY349739
Local authority	Dorset
Inspection number	10282194
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 4
Total number of places	17
Number of children on roll	17
Date of previous inspection	8 December 2017

Information about this early years setting

The childminder registered in 2007. She lives in Shaftesbury, Dorset. She is available to care for children, from 7.30am until 5.30pm, from Monday to Friday, all year round. At times, she works with two assistants.

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 provider.
- The inspector and the childminder observed the assistants completing an activity with the children and discussed the findings.
- Some parents provided written information for the inspector to consider in gaining their views.
- The inspector spoke with the childminder, her assistants and the children at appropriate times throughout the inspection.
- The inspector talked with the childminder about how she monitored and evaluated the provision, and viewed documentation such as staff records and children's scrapbooks.
- The inspector and the childminder toured the premises and talked about how the different areas are used to support children's learning and to keep them safe.

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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