

Childminder report

Inspection date: 22 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 happy, settled and confident in the childminder's clean and organised home. They show that they feel safe and secure and build strong relationships with the childminder. For instance, they ask her to help them open packets at lunchtime and ask her to play games with them.

Children are keen to explore the toys and resources offered indoors and outside in the garden. Older children use their well-developed hand muscles to manipulate pretend screws, bolts, screwdrivers and battery-operated drills. Younger children smile and giggle as they use their core strength and balance to bounce on the trampoline.

Children demonstrate high levels of engagement in both their independent play and adult-led activities. For example, they listen to the childminder and concentrate on finding numbers as part of an exciting mathematical game.

Children behave well. They show care for the toys and resources. For example, they carefully pack away small pieces of a game into the correct compartments of its box when they finish playing. Children interact and play with each other well. They use good manners and say 'please' and 'thank you' as they share toys. They thank the childminder when she gives them their plates and food at snack time.

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

- The childminder knows the children well and plans around their needs and interests. She provides a balanced and sequenced curriculum. She monitors children's progress regularly and identifies any gaps in their knowledge and skills.
- Children have many opportunities to gain experience of their local environment and to make sense of the world around them. The childminder takes children on daily walks to the local parks and nearby woods. They also visit the beach, soft-play centre and local farm, where they stroke guinea pigs and alpacas.
- The childminder provides motivating and meaningful resources for children to explore and investigate to enhance their learning. However, she does not provide an accessible range of tools and resources for children to freely experiment with to develop their early drawing and writing skills.
- The childminder creates a positive environment and refers children to the 'let your kindness shine' board to help them learn how to play cooperatively together.
- The childminder competently teaches children early mathematical concepts. Children make very good progress in this area of learning. However, the childminder does not fully support the development of children's early literacy

skills. For example, she does not provide enough opportunities to read and share books and stories with children or consider how children can access a range of books independently.

- The childminder is ambitious for herself and children. She keeps her knowledge and skills up to date through online training and regularly reflects on her practice. She has a good understanding of her strengths and what she wants to improve.
- Parents speak very positively about the care and education the childminder provides. They comment on the childminder's passion and dedication to the children and talk about how she 'goes the extra mile' to help parents and children.
- In general, support for children's language and communication is good. The childminder uses a range of teaching strategies to support older children to understand and use new vocabulary and to communicate and express themselves confidently. For example, she teaches older children the names of the tools they are using. At times, the childminder misses opportunities to support the development of younger children's spoken language to build their language effectively. These include engaging them in quality back-and-forth interactions, commenting on what they are doing, echoing back what they say and adding new vocabulary.
- The childminder meets with other childminders and their children. This widens the children's social network and helps to increase their social skills. She has good relationships with other providers and shares information with them to support successful transitions and continuity for children's learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an effective understanding of the importance of safeguarding children. She understands the policies and procedures to follow if she has any concerns about children's safety and welfare and knows how to safely administer medication. The childminder knows the signs and symptoms of abuse and other potential safeguarding concerns. She continually promotes children's understanding of taking risks and keeping themselves safe. For example, she involves them in her daily risk assessment of the garden and encourages them to 'look for things that might be dangerous', such as a hose pipe not packed away. The childminder understands how to meet her responsibilities for ensuring the suitability of people who live or visit her home

What does the setting need to do to improve?

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

- increase support for the development of younger children's spoken language to

build their communication effectively

- provide a range of accessible tools and resources for children to practice their early drawing and writing skills
- provide more opportunities for reading and sharing books and stories with children to support the development of their early literacy skills.

Setting details

Unique reference number	EY293612
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10276620
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 15
Total number of places	6
Number of children on roll	15
Date of previous inspection	25 July 2017

Information about this early years setting

The childminder registered in 2004. She lives in Poole, Dorset. The childminder offers care from 7am to 6pm, on Monday, Tuesday, Wednesday and Friday, for 48 weeks of the year. She receives funding to provide free early years education for children aged three and four years.

Information about this inspection

Inspector

Mikaela Jauncey

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 that into account in their evaluation of the provision.
- The childminder and inspector completed a learning walk and discussed how the childminder's curriculum supports children's learning.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- Children spoke with the inspector during the inspection.
- The inspector reviewed a sample of documentation.
- The inspector reviewed written feedback from parents.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector observed a mathematics activity and discussed it with the childminder.

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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