

Childminder report

Inspection date:

28 March 2023

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children are extremely happy and secure in this especially nurturing setting. Visiting a nearby park, they eagerly discuss and collect natural resources to construct a bird's nest. Children are exceptionally motivated learners. The childminder skilfully fosters this through creating a sense of awe and wonder within activities. Children enthusiastically take lead of their learning. For example, they research bird nests with the childminder and enjoy the independence of retrieving photographs from the printer and displaying them for their reference. The childminder asks children challenging questions that encourages them to solve problems, while also providing suggestions to help them persevere. For example, when sticks do not fit in the nest, the childminder asks, 'what can we do to make it fit?' Children respond, 'break them or budge them over.' The childminder's skill, dedication and passion for teaching help children to flourish. Children make extremely rapid progress in all areas of their development.

Children's behaviour is exemplary as they follow the childminder's example. The childminder teaches children the language they need to communicate their wants and feelings with friends. For example, when children want the same toy, the childminder suggests they 'ask in two minutes, please can I have a go?' Children learn from the childminder's consistent approach. They develop calm and kind methods to interact with friends, building strong friendships with high respect and consideration for each other. All children benefit from the childminder's hugely ambitious curriculum and high expectations.

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

- The childminder provides an especially inviting and stimulating environment. Children use a vast range of resources and are encouraged to extend and lead their play. As a result, children are extremely independent in making choices about their play.
- Children gain excellent communication and language skills. They use complex language to retell humorous stories about past experiences. The childminder adds new vocabulary at every opportunity and is in constant communication with children throughout their day. She uses very supportive and encouraging language to develop children's communication and sense of achievement.
- The childminder is highly successful at adapting learning for the different ages and needs of children. For example, she has hidden objects in the bottom of filled containers for babies that have just started walking and are interested in emptying things. This very effectively encourages the youngest children to develop their curiosity and desire to explore as they find the items and hide toys themselves. This and the carefully thought-out environment enables children to be active and creative learners.

- Mathematics is integrated in all activities and, as a result, children use spontaneous mathematical language throughout their play. For example, children recognise shapes while building their bird's nests and share, 'it is a rectangle'. While children enjoy running challenges outdoors, they demonstrate they know 'first' and 'second', and hold up their fingers to symbolise this.
- Children play very imaginatively and creatively. They act out familiar and new roles with their friends. Children role play 'parent and baby', pretending to feed and put each other to bed. Children use sensitive language and tones. They demonstrate they are developing their own unique characters and ideas.
- Parents are highly appreciative of the support and information they receive from the childminder. The childminder is very sensitive to parenting styles and works very closely with parents to get the best outcomes for children. To extend learning, the childminder provides activity packs, such as jar lids with letters of children's names on. This helps children continue their learning at home and share what they have been learning with their families.
- The childminder is very reflective of her practices. Her knowledge of the children in her care is excellent. She is acutely aware of any areas where they may be at risk of falling behind their expected development. For example, she recognised potential delays in children's physical development after the COVID-19 pandemic, and to combat this she has extended the range of physical activities, such as adding gymnastics to her curriculum. Communication with external services for advice and regularly updating training is a priority for the childminder. This is to ensure she is giving the best possible care and learning for children and is up to date with her practice. As a result, the childminder is always improving practice and it is of a consistently high standard.

Safeguarding

The arrangements for safeguarding are effective.

Children's safety and welfare is paramount. The childminder carries out regular and detailed risk assessment to ensure that children are safe in the setting and on outings. The childminder supervises children well. Children demonstrate that they understand safety expectations on outings. For example, when holding the pushchair, they recognise the need to walk on the inside, away from the road. The childminder regularly attends training. She knows the signs, symptoms and behaviours which may indicate abuse or neglect. The childminder has an excellent knowledge of the referral process that she must follow if she is ever concerned about the welfare of a child.

Setting details

Unique reference number	EY461021
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10264640
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 12
Total number of places	11
Number of children on roll	11
Date of previous inspection	21 June 2017

Information about this early years setting

The childminder registered in 2013. She lives in the Canford Heath area of Poole in Dorset. The childminder provides care for children from Monday to Thursday, 7.30am until 4.30pm, throughout the year. She receives nursery education funding for children aged two, three and four years. The childminder holds a qualification in childcare at level 3.

Information about this inspection

Inspector

Catherine Parker-Johns

Inspection activities

- This was the first routine inspection the childminder has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic and has taken that into account in their evaluation of the setting.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for her curriculum.
- The inspector spoke to children, to find out about their time 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 children.
- Parents and grandparents shared their views of the setting with the inspector.

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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