

Childminder report

Inspection date: 12 April 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 demonstrate that they are happy, safe and secure. They have a strong desire to learn and join in with the activities the childminder has planned with enthusiasm. For example, they concentrate for long periods of time using tweezers to pick up pom-poms and drop them carefully into tubs. This helps to develop their hand-to-eye coordination. Children behave well, share and take turns. They follow the rules and expectations of the setting. For example, they help to tidy up when asked.

Children enjoy plenty of fresh air and exercise to help keep them fit and healthy. They learn about the world around them through weekly trips into the community. For example, to the library, local parks and woodland. The childminder communicates clearly with children to help develop their language skills. She narrates their play to give their actions meaning and supports them to learn new words and pronounce them correctly.

The childminder creates a calm, nurturing environment and gives children the time they need to learn to be independent. For example, she waits while they put on their shoes and gently encourages them to pull up the zips on their coats. She praises their efforts to build their self-esteem. Children are well prepared for the next stage in their education, including school.

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

- The childminder plans a curriculum with a strong focus on developing children's emotional, physical and communication skills. For example, children learn to identify and talk about their feelings to support their emotional development. They look in the mirror and talk about their facial expressions and explain what they mean. She has effective systems in place to assess children's development to ensure they make good progress from the start.
- The childminder quickly identifies any gaps in children's learning and works closely with other professionals and parents to meet children's care and learning needs. She provides additional support for children's language development where needed. For example, she sends resources home so parents can further develop their children's language to help them make the best possible progress.
- Children have good fine motor skills, even very young children. The childminder plans activities to help them to build their muscles in preparation for early writing, such as encouraging children to make marks with paintbrushes, chalk and pencils, and to use spoons and tweezers to move small items.
- Children learn good hygiene measures to help keep them healthy. For example, they wash their hands before eating and after going outside. The childminder explains the reasons for this, to help children learn how to prevent the spread of

infection.

- Children learn how to communicate with people of all ages. For example, they visit a care home twice a month to spend time with older people. This helps children to learn about their similarities and differences between themselves and others.
- Children listen to stories read by the childminder to develop their literacy skills. They develop a love of reading and look at books independently, turning the pages one by one.
- Children persevere to achieve their goals and show pride in their achievements. For example, they beam with delight when they have successfully transported the craft materials into a tube. The childminder praises children's efforts to help to motivate them and build their self-confidence.
- The childminder minimises risks as children play. For example, removing toys from the path where children are playing. However, she does not encourage children to develop their own understanding of how to identify when they might be at risk, or teach them how to take action to keep themselves safe.
- Children learn some of the mathematical concepts suitable for their age. For example, the childminder helps children learn to count to further develop their mathematical skills. However, she does not provide enough opportunities for children to learn about shape, weight and measure.
- Parents and carers report that they are happy with the care and education their children receive. They state that they particularly value the trips their children enjoy in the community. During the COVID-19 pandemic, the childminder stayed in close contact with families whose children did not attend, to maintain positive relationships and to ensure stability for children. The childminder works closely with parents to ensure continuity of learning. For example, she sends recipes home with children to suggest ways they can cook the fruit they have picked at the setting.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a strong understanding of her responsibilities in keeping children safe. She knows the signs and symptoms that might indicate that a child is at risk of harm. The childminder is aware of the reporting procedures should she have a concern about a child's welfare. She keeps her knowledge updated through regular online and face-to-face training. The childminder works effectively with external agencies to help keep children safe. She records accidents and children's pre-existing injuries appropriately. The setting is safe and secure.

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 learn and understand how to manage risks independently
- extend opportunities for children to develop their understanding of early mathematics through play, including weight, shape and measure.

Setting details

Unique reference number	EY226090
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10276342
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 7
Total number of places	6
Number of children on roll	7
Date of previous inspection	12 July 2017

Information about this early years setting

The childminder registered in 2002. She lives in Parkstone, Dorset. The childminder operates from Monday to Thursday, from 7.30am to 5.30pm, all year round. She receives funding to provide free early years education for children aged three and four years. The childminder has an early years qualification at level 3.

Information about this inspection

Inspector

Lisa Large

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 setting.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder spoke to the inspector about their intentions for children's learning.
- Children communicated with 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 inspector observed the interactions between the childminder and children.
- The inspector viewed comments written by parents during the inspection and took account of their views.

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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