

Childminder report

Inspection date: 28 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 build secure attachments with the childminder and the other children. They show high levels of confidence and are motivated in their learning. Children behave well, and they show kindness to each other as they help find their shoes. An older child helps a younger child put on their shoes ready to go outside. They benefit from the childminder's nurturing and calm manner. The childminder provides a rich curriculum that takes into account all children's individual needs, abilities and interests. She has high expectations for children's learning. Consequently, children make good progress in all areas of their development. For example, children enjoy listening to well read stories and acting them out. They confidently anticipate what is happening next in familiar stories and are keen to share their knowledge.

The childminder promotes children's communication and language, as well as their personal, social and emotional development particularly well. The childminder works from her own home alongside her co-childminder. This gives the children opportunities to build good relationships with a larger group of children. It also means with one childminder inside and the other outside that children are effectively supervised in both areas.

The childminder builds positive relationships with parents. They comment on how settled their children are, how much they enjoy going to the childminder's and the progress their children are making particularly in preparation for school.

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

- Children's behaviour is good. The childminder has clear expectations and boundaries. She works closely with the children to help them understand how to share, take turns and to be kind to each other. Consequently, children do these things. For example, children are playing on different types of balance bicycles, tricycles and ride-on toys. There are confident to take turns in using the different resources, and the childminder praises them for being good.
- The childminder and her co-childminder take the children on numerous outings in the community to extend their learning. For example, they visit the tank museum, where children learn about history and the different types of tanks. They visit another museum and follow a story trail, using the resources to re-enact their favourite story. They also go on nature walks and learn about the changing seasons.
- Children benefit from the childminder being proactive in attending training, webinars and workshops. She uses the information gained to effectively improve her service. For example, she has recently completed 'Maths Mastery', 'Curriculum and Ofsted' and 'Teaching the Curriculum'. The childminder reports

that this has helped her to make sure the learning opportunities are tailored to children's individual needs.

- The childminder builds strong relationships with parents. They communicate with each other when the parent arrives and when they collect their children later. Parents are particularly grateful for the wide range of activities and learning opportunities that their children participate in, especially outings. All parents report that they are pleased with their children's progress, and they could not think of anything the childminder could improve.
- The childminder has an excellent range of resources and is constantly considering children's individual needs. For example, she recently purchased some sorting blocks and a new tricycle for an individual child who she thought would benefit from these.
- Children follow good hygiene routines and learn about healthy lifestyles through activities. The childminder also provides resources to support children's independence in their personal care. Children know and understand why they wash their hands at appropriate times and talk about germs. They enjoy healthy and nutritious snacks and meals and benefit from lots of opportunities to undertake physical exercise.
- The childminder knows the children particularly well and can talk with confidence about what they know and what they need to learn next. The childminder uses most opportunities to extend children's learning. For example, when cutting their toast, she talks about the different shapes, such as square and triangle, and encourages the children to count them. However, occasionally, she does not fully utilise opportunities to extend their learning even further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has good knowledge and understanding of all aspects of safeguarding. She is confident to make referrals when appropriate and to work closely with other agencies to support families. The childminder promotes the importance of e-safety with children. The childminder has good procedures related to mobile phones, particularly with the older children, and gives good examples of safe practices in e-safety. Thorough risk assessments mean that children are safe within the home and when on the numerous outings the children attend. This helps children to learn how to keep themselves safe.

What does the setting need to do to improve?

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

- use every opportunity to extend children's learning further.

Setting details

Unique reference number	EY559136
Local authority	Dorset
Inspection number	10271728
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 6
Total number of places	6
Number of children on roll	8
Date of previous inspection	6 May 2021

Information about this early years setting

The childminder registered in 2018 and lives in Corfe Mullen, Dorset. She operates all year round from 7.30am to 6pm, Monday to Friday. The childminder receives funding to provide free early education for two-, three- and four-year-old children. The childminder holds early years professional status. She works alongside a co-childminder.

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 setting.
- The inspector spoke to the childminder about her curriculum and how she plans her learning opportunities to support children's progress in their learning.
- The inspector reviewed appropriate documentation such as first-aid certificates, Disclosure and Barring Service checks and training certificates.
- The inspector toured the premises with the childminder and spoke with children at appropriate times throughout the inspection
- Parents shared their views 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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