

Childminder report

Inspection date: 4 May 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children relate very positively to the friendly, welcoming childminder. She provides a broad curriculum that helps children to make good progress overall. Children show curiosity as they explore the range of resources and develop their imaginations well. For example, they pretend to be a zookeeper and create a dinosaur park. They line up the toy dinosaurs and decide which are the biggest and smallest. Children become confident with their knowledge of numbers, colours and shapes. They tell the childminder that their play dough model has a purple nose. Older children begin to create patterns, using two colours, and they recognise the shapes of road signs that they see on their walks. They count the wheels on their toy train and tell the childminder that it needs two more wheels to make it work. Children play happily together and recognise the clear daily routines that help them to feel secure and settled. Children show kindness to others and help the childminder to put their toys away.

During the COVID-19 pandemic, the childminder established more stringent hygiene routines and adjusted arrival and collection procedures to help keep children and families safe. She has continued with these procedures. For example, she encourages children's regular handwashing and helps them to understand the importance of removing germs this way.

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

- The childminder develops her practice through liaising with other providers and through reading newsletters that she receives about childcare issues. This has helped to raise the childminder's understanding of ways to strengthen children's small-muscle skills when using play dough.
- The childminder gives a strong focus to promoting children's physical skills. Children gain confidence with climbing and work out how to swing on bars and then let go to jump safely onto soft mats. They learn to negotiate an obstacle course in the garden, which develops their balance and control as they make their way across sloping planks of wood and in and over large tyres.
- Children behave well. The childminder teaches children good manners and encourages them to share their toys with others. They play cooperatively, and older children wait patiently for their younger friends to have a go with the toys.
- Parents speak highly of the childminder. They describe her as 'caring' and 'amazing'. The childminder assesses children's progress with their parents. She keeps parents informed of their children's daily activities and achievements.
- The childminder provides a range of books that children enjoy. Older children recognise a familiar story and confidently say the end word of sentences, such as 'monkey' or 'lion'. They excitedly attempt the noises of the animals in the story, such as a loud 'roar' for a lion. Younger children enjoy looking at the

pictures of a favourite story and initially listen well. However, sometimes, they lose interest as the childminder has not fully considered ways to engage their attention as well as possible.

- Children develop good communication and language skills. They learn descriptive words, such as 'slippery', 'smooth' and 'shivering', as they try to pick up pieces of ice and talk about how it feels. Younger children excitedly call out 'blast off' when the childminder counts down from 10 before lifting them out of their high chair.
- Children begin to develop problem-solving skills through their play. For example, older children concentrate well as they work out how to release small toys that are frozen in ice and discover how the ice melts in warm water. However, the childminder does not always adapt these structured activities to encourage all children's involvement and individual learning as effectively as possible.
- Children benefit from a wide range of experiences that help them to learn about the world. For example, they enjoy going with the childminder on a train or bus to local towns or to explore a nearby beach. They look for shells to decorate the sandcastles they make. Children enjoy going with the childminder to a local cafe, where they choose a drink and develop their social skills. They remember seeing goats and pigs at a country park and having fun jumping in puddles.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her knowledge of safeguarding up to date, for example through training. She understands her responsibility to protect children's welfare and knows the procedures to follow in the event of any concerns arising. The childminder risk assesses her home and puts appropriate safety measures in place, such as stairgates. She assesses any outings and helps children to learn about keeping themselves and others safe. Children know that they need to stop and look for cars before crossing roads.

What does the setting need to do to improve?

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

- develop ways to help maintain children's engagement and enjoyment of stories
- strengthen the implementation of the more focused activities to support all children's individual learning needs and involvement consistently well.

Setting details

Unique reference number	140940
Local authority	Dorset
Inspection number	10285344
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	9
Date of previous inspection	3 October 2017

Information about this early years setting

The childminder registered in 1995 and lives in Weymouth, Dorset. She operates all year round from 7.45am to 5.30pm, Monday to Friday. The childminder provides funded early years education for two-, three- and four-year-old children. She holds a childcare qualification at level 3.

Information about this inspection

Inspector

Mary Daniel

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 setting.
- The inspector and the childminder carried out a joint observation of an activity and discussed the quality of education provided.
- The inspector viewed a sample of documentation, including the childminder's policies and qualification certificates.
- The inspector observed children's interactions in play indoors and discussed their learning and development.
- The inspector took account of parents' spoken comments.

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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