

Childminder report

Inspection date: 15 May 2023

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

What is it like to attend this early years setting?

The provision is good

Children of all ages thoroughly enjoy their learning and the relationships they have with one another. They are exceptionally well behaved and play together harmoniously for extended periods of time. Children are very self-motivated, independent and kind to one another. For example, older children praise younger children when painting. They demonstrate excellent attitudes towards learning, and persevere even when they comment that something is 'tricky'. For instance, when completing a puzzle, they ask the childminder for help. The childminder carefully facilitates the learning, enabling the children to solve problems for themselves. She is calm, caring and praises the children for their efforts. The childminder has very high expectations and children show extremely high levels of respect for one another and the childminder. They demonstrate understanding of the rules and reiterate the need to share when playing, for example.

The childminder provides a curriculum which focuses on children learning about the world around them and developing their physical development. She plans activities which follow the children's interests and next steps in learning. The childminder arranges personalised visits for parents and their children before they start attending. This helps her to cater for their individual needs and preferences. Children make good progress in their learning and development.

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

- Children have plentiful opportunities to be outside and learn about the natural world. For example, the children go on outings to the beach, play park and the farm. The childminder has also built positive links within the community, attending toddler groups with other childminders. This supports the children in learning how to socialise with other children of a similar age.
- The childminder works collaboratively with other settings and external agencies to ensure children receive the support they need to reach their next steps in learning. She is effective in recognising if a child has a delay in their development, and is prompt in her actions to help families and children receive support if needed.
- Books are used to support children in their learning. Children sit beautifully listening to stories and commenting on what they see as the childminder reads. The childminder carefully selects books which complement the current learning and interests of the children. She skilfully uses them to teach concepts, such as symmetry, and then provides follow-up activities to support the children in their understanding of this.
- Parents comment very positively about the childminder. They report that their children are happy and making progress. They say that they are kept well informed and that they would recommend her. They describe the childminder as

easy to communicate with and always helpful, offering advice if needed.

- The childminder exposes children to new vocabulary, such as 'symmetrical' and 'spikey' when reading books. However, opportunities to provide a running commentary and exposing children to language when they are playing are not always fully implemented. Therefore, children do not hear and understand as many words as they might.
- While the childminder is interacting with children she models counting and teaches children mathematical language, such as 'edge' and 'corner'. However, children who need additional support and young children who are learning to count are not provided with further opportunities to develop their counting skills and recognition of numerals.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of child protection issues and is clear about her role and responsibilities to safeguard children. She is vigilant and knows the signs that indicate a child may be at risk of harm. She understands the correct procedures to follow in the event of a concern about a child's welfare. The childminder manages risks to children very effectively. She provides specific spaces for the children while playing outside to ensure their safety.

What does the setting need to do to improve?

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

- provide further opportunities for children to practise their counting and number-recognition skills
- make the most of opportunities to develop children's vocabulary even further.

Setting details

Unique reference number	EY494474
Local authority	Dorset
Inspection number	10289008
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 13
Total number of places	6
Number of children on roll	13
Date of previous inspection	8 November 2017

Information about this early years setting

The childminder registered in 2015 and lives in Lyme Regis, Dorset. She offers care from 8am to 6pm, from Monday to Friday. The childminder receives funding to provide free early education for children aged two, three and four years. She holds a relevant qualification at level 3.

Information about this inspection

Inspector

Leanne Galloway

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 childminder gave the inspector a tour of the premises. She talked about children's learning and progress, and how she delivers the curriculum.
- The inspector read feedback from parents to gain their views about the childminder.
- A range of documentation was reviewed, including qualification certificates.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector and childminder observed children during activities and completed a follow-up discussion about children's learning and development.

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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