

# Childminder report

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Inspection date: 19 May 2023

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

## What is it like to attend this early years setting?

### The provision is outstanding

Children thrive at this wonderfully positive and caring setting. The childminder and her assistants engage children in high-quality learning experiences and continually encourage children's inquisitiveness and love of learning. They show children the utmost care and respect and, as a result, children develop strong bonds with them. Children demonstrate that they feel safe, secure and confident. They show they are proud of their achievements. For example, they say, 'Ta-dah!' as they independently squeeze paint into a dish, paint their feet and make footprints on a sheet in the garden.

The childminder has thoughtfully designed an ambitious curriculum that focuses on the key skills, knowledge and understanding children need to build strong foundations in their learning. The childminder and her assistants expertly deliver the curriculum and support children's learning through highly motivating activities and the meaningful conversations they have with children. Children giggle and chat to each other as they immerse themselves in challenging learning opportunities inside and in the garden. All children make excellent progress in every area of the curriculum.

The childminder and her assistants have high expectations of all children. They sensitively support children to understand and follow the routines and boundaries of the setting. The childminder and her assistants skilfully teach children how to show respect for each other and for the environment. As a result, children's behaviour is exemplary, and they make good relationships with each other. For example, older children pass the ball to younger children and take turns rolling it back and forth without support from the childminder and her assistants.

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

- The childminder and her assistants are extremely positive and caring. They value each child's uniqueness and provide a range of opportunities for children to express their ideas and make choices for themselves. For instance, they talk to children about the weather and ask children if they think they need a coat or a hat to play outside.
- As well as a focus on the prime areas of learning, the childminder places an emphasis on the natural world. Children benefit immensely from meaningful opportunities to learn about various animals. For instance, children feed guinea pigs, watch tadpoles evolve into frogs, and carefully hold chicks. The childminder and her assistants expertly extend children's knowledge and understanding of these animals. For example, they give clear answers when children ask, 'Why do frogs have long legs?', 'How do tadpoles breathe underwater?' and, 'Why do chicks huddle together?' These experiences inspire children to be curious and

teach them how to care for and respect animals.

- Children are confident communicators. They benefit from the childminder and her assistants' expertise and knowledge of how to develop children's language and how to extend their vocabulary. The childminder and her assistants encourage younger children to use two- and three-word sentences and support older children to use newly learned vocabulary. For instance, children talk about pondweed and ask why it is in the tadpole's water tank.
- The childminder and her assistants are excellent role models. They continually give children the language and skills they need to share and take turns. This helps children to understand their own emotions and the feelings of others. Children show caring attitudes towards each other. For example, they celebrate their friends' achievements by clapping.
- The childminder has high expectations of her assistants and is committed to supporting their professional development. This ensures they provide the highest possible quality care and education for children. Assistants recently received training on how to help children understand simple mathematical concepts and use mathematical language. The childminder and her assistants use this knowledge to increase opportunities for mathematical learning within their daily routine. Children show they have good mathematical understanding. For instance, older children recognise many single digits, and younger children accurately clap, count or jump when the childminder and her assistants say specific numbers.
- Relationships with parents and support for them are excellent. Parents comment on the nurturing and welcoming environment and how they are continually involved in what children are learning and the progress they are making. The childminder shares her knowledge and experience with parents and offers support when children make their transition to pre-school. This ensures good continuity of learning for children.
- The childminder is passionate about supporting children to be independent in all aspects of their self-care. The childminder and her assistants teach children how to keep themselves safe and about healthy food choices. Children confidently serve themselves fruit and pour their own drinks. Additionally, the childminder and her assistants use questions such as, 'What do you think we could do?' and, 'What could we do about that?' to encourage children to solve problems such as cleaning up small spillages for themselves. Children show positive attitudes and are very well equipped for the next stage in their learning.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants have a secure understanding of the signs and symptoms of abuse and neglect. They know what to do if they have concerns about a child's welfare. The childminder understands her responsibility to check the ongoing suitability of her assistants to ensure they are safe to work with children, and she does this regularly. The childminder carries out risk assessments of the house, garden and toys daily to minimise the risks of injury to children.

Furthermore, the childminder and her assistants teach children how to play and learn safely. For example, they teach children how to eat small pieces of fruit carefully to reduce the risk of choking.

## Setting details

<b>Unique reference number</b>	EY490125
<b>Local authority</b>	Dorset
<b>Inspection number</b>	10260027
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 3
<b>Total number of places</b>	9
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	1 November 2017

## Information about this early years setting

The childminder registered in 2015. She lives in Dorchester, in Dorset. She works one day a week, all year round and works with three assistants. The childminder holds an early years degree at level 6. Two of her assistants hold early years qualifications at level 3 and one is unqualified.

## Information about this inspection

### Inspector

Mikaela Jauncey

## 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 childminder.
- The inspector viewed the provision and discussed the safety and suitability of the premises with the childminder.
- The childminder joined the inspector on a learning walk and talked to the inspector about her curriculum and what she wants children to learn.
- The inspector talked to the childminder's assistants and took account of their views.
- Parents spoke to the inspector and the inspector viewed written feedback. The inspector took these views into consideration.
- 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 childminder carried out a joint observation of an activity designed to support children's creativity.

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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