

Childminder report

Inspection date:

24 May 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision requires improvement

Children enjoy attending the childminder's provision. They look forward to the regular outings and like the various places they visit, such as soft-play centres, the library for rhyme time and the local toddler group. This gives them opportunities to socialise and build relationships with other children of similar ages. Children have good relationships with the childminder, and older children show they are at ease. Their behaviour is good because the childminder helps them to learn the boundaries and expectations and praises them for good listening and good sharing.

The childminder is not proactive in gaining information about children's individual care needs, routines and what they know and what they need to learn next. This means that she is unable to design a curriculum that focuses on what children know, to help them make the best possible progress. Despite this, the childminder uses 'Birth to Three matters' guidance to help her with suggestions of where the children should be in their development. She provides activities and gives children choices in what they would like to do. Children enjoy colouring or painting a ceramic rabbit.

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

- The childminder has some methods to monitor and evaluate her provision. She has worked with another childminder who has been supportive and offered different types of activities to help with children's learning. The local early years advisers have also provided support. However, the childminder has not succeeded in making sure the curriculum meets the needs of all children. This is partly because she does not have any information about some of the children in her care. Therefore, she cannot effectively plan for them.
- The childminder develops appropriate relationships with parents. For example, she shares photos of what the children are doing during the day with parents. However, she is not gathering sufficient information about what children already know and can do when they start. Also, she does not find out about their routines at home to enable her to follow them too.
- The childminder places a high emphasis on supporting children's communication and language development. For example, she reads stories and encourages children to talk about what they can see in the pictures. She introduces new words to extend their vocabulary, such as 'invisible', and then gives a clear explanation of what it means and checks that children understand.
- The childminder takes the children out in the community every day. They attend a coffee morning with the more elderly members of the community to support them in learning to respect and value others.
- The childminder provides activities that children enjoy, such as chalking, where the childminder shows them how to make different marks. They use malleable

materials to make different objects to strengthen their small-muscle control in preparation for early writing.

- The childminder has an appropriate range of resources that support children from birth to eight years, and they are accessible in order to promote choice in children's play and their independence. The childminder uses her home well to create different areas. For example, children do creative activities at the dining table.
- Children learn about healthy lifestyles, and they follow good hygiene routines. Children know and understand when and why they wash their hands. The childminder encourages them to drink plenty of water, particularly when playing in the sun.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to safeguard children. She ensures that any concerns she has are addressed swiftly and appropriately. The childminder completes risk assessments and has all the appropriate policies and procedures in place regarding her dogs to keep children safe.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

| | Due date |
|--|------------|
| plan an effective curriculum that supports all children's individual learning needs to help them make good progress in all areas of their development. | 28/06/2023 |

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

- gather information from parents when children first start about their individual care needs, home routines and what they know and need to learn next in order to inform planning.

Setting details

| | |
|--|---|
| Unique reference number | 141022 |
| Local authority | Dorset |
| Inspection number | 10250660 |
| 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 | 2 to 4 |
| Total number of places | 6 |
| Number of children on roll | 4 |
| Date of previous inspection | 21 July 2022 |

Information about this early years setting

The childminder registered in 1999. She lives in Blandford Forum, Dorset. The childminder operates all year round, from 7.30am until 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a level 3 qualification.

Information about this inspection

Inspector

Lorraine Sparey

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- Children spoke to the inspector during the inspection.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector completed observations in the home and the garden and discussed the various outings the children go on in the community.

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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