

# Childminder report

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Inspection date: 5 June 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Requires improvement
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children benefit from a broad curriculum of activities created by the childminder to help them make good progress in all areas. This includes a wealth of activities in the garden and regular outings to build further on children's experiences, such as trips to the beach, local museums and nature parks. Children feel safe to move freely between the different play areas and the garden, where they confidently explore and lead their own play and ideas. For example, they spontaneously choose tools, paper and markers to make drawings and create designs, which they proudly show the childminder.

Children are happy and very settled. They form close and loving bonds with the childminder and her co-childminder, with whom they share lots of laughter. Children behave very well. They learn what is expected of them through the childminder's consistent expectations and good example. Children show a care and concern for their friends, play kindly and help willingly when asked. Older children develop the skills they need in readiness for school, such as managing tasks independently, recognising their names and developing good social skills. They are interested and motivated to learn. Children welcome the challenges the childminder provides in their play and are keen to join in all the activities.

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

- The childminder knows the children well and is clear what she intends them to learn next. She uses good teaching skills to challenge children well and provides focused activities to build further on their learning. For example, children complete puzzles to develop their understanding of shapes and colours and make calculations to answer mathematical questions.
- Children enjoy many activities to learn about the natural world. For example, they go for bug hunts, use magnifying glasses to study bugs and find out facts in books to learn more. This also helps children to learn about caring for natural life.
- Children talk and share their views and knowledge with confidence. The childminder asks lots of questions to encourage children to think and talk and helps them to learn new words frequently to build their vocabulary. However, on occasions during group activities, the childminder does not encourage children to listen when others are talking to develop their communication skills even further.
- Children use their imaginations well in play. For example, three children engage for a long time creating a game in which they fly to another country on holiday. As their adventure develops, they find toys to take with them, such as pretend cases and pets, which the childminder encourages.
- The childminder provides many activities to encourage children's physical development. For example, children run, crawl through tunnels, balance on

apparatus and climb. She provides support to help children become more confident. Children thoroughly enjoy action songs and join in with enthusiasm.

- The childminder helps children to develop healthy lifestyles. Children learn thorough handwashing routines and enjoy healthy and nutritious meals. The childminder creates exciting activities to help children learn how to look after their teeth. For example, she engages children in a story with the 'Snappy Croc' puppet and props for them to practice brushing teeth. She builds further on this through introducing new words, such as cavity, gum, enamel and floss.
- Partnerships with parents and other settings children attend are strong. The childminder keeps parents involved in their children's development and values their feedback. Parents state, for example, that the childminder has worked tirelessly to support their child's development, confidence and independence. They state that they have seen incredible improvements over the last year in their child's development and that the childminder is kind, caring and nurturing.
- The childminder works efficiently with her co-childminder to meet children's needs consistently and to manage their provision successfully. Together, they attend regular training to build their knowledge and skills and evaluate the quality of the care they provide to make on-going improvements.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her good understanding of safeguarding up to date through, for example, regular training and reading guidance. She understands the risks to children of different types of abuse and the correct procedures to follow in the event of any concerns about a child's welfare. The childminder works with her co-childminder to continually assesses the safety and security of the provision to keep children safe from harm. She helps children to learn how to keep themselves safe in play.

## What does the setting need to do to improve?

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

- help children to learn about the importance of listening when others are talking to develop their communication skills even further.

## Setting details

<b>Unique reference number</b>	EY463546
<b>Local authority</b>	Dorset
<b>Inspection number</b>	10246500
<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>	2 to 10
<b>Total number of places</b>	12
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	9 June 2022

## Information about this early years setting

The childminder registered in 2013. She lives in Corfe Mullen, Dorset, where she works from another premises with a registered childminder. The childminder offers care from 7.30am to 6pm, Monday to Friday. She receives funding to provide free early education for children aged three and four years. She holds a relevant qualification at level three.

## Information about this inspection

**Inspector**  
Bridget Copson

### 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 completed a learning walk around her home with the inspector and explained how she meets children's needs and delivers the curriculum.
- The inspector observed activities and the quality of the childminder's interactions with the children.
- The inspector sampled the childminder's documentation and discussed her knowledge of the requirements of the early years foundation stage.
- The inspector took account of children's and parents' views.

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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