

Childminder report

Inspection date: 9 June 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	Good
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What is it like to attend this early years setting?

The provision is good

Children enjoy playing and learning with the childminder. They love going on regular trips in the local area. For example, they play in parks and join in songs with other children at toddler groups. The childminder has developed a curriculum that helps to prepare children with the skills that they will need when they start school. Children learn to recognise their name, hold a pencil correctly and sustain a conversation with others. The childminder promotes books and often takes children to the library. Children choose stories they would like to read while the childminder draws their attention to new words for them to learn. Children learn about the natural world and look after vegetable seedlings that they have planted. They enjoy observing and talking about wildlife that they see from the childminder's home.

Children develop emotional resilience from the bond that they have with the childminder. They behave well and respond to the childminder's requests. The childminder uses Makaton to help young children to communicate their needs. Children feel valued and understood. The childminder incorporates children's home language throughout activities, for example by using common words, phrases and songs that children know and recognise. Children enjoy singing 'Head, Shoulders, Knees and Toes' in their home language.

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

- The childminder takes a thoughtful approach to designing a curriculum that helps children learn. She plans informal, step-by-step learning activities that help children to make progress in key life skills. When going on walking trips with young children, the childminder first lets them get familiar with the route by sitting in a buggy. Children then stand on a buggy board while the childminder discusses road safety with them. They gain confidence as they demonstrate their ability to follow instructions as they increasingly enjoy walking more of the route.
- The childminder teaches children through their play. She initiates conversations with children while they are busy dressing dolls. The childminder intervenes when they find tasks difficult. She demonstrates how poppers work and draws children's attention to the sound it makes so that they know when they have been successful. When children find it challenging to do it themselves, the childminder patiently guides their hands and they complete the task together.
- The childminder enhances children's mathematical skills and vocabulary through enjoyable activities. She incorporates mathematical ideas into their play, such as by challenging older children to estimate the number of vehicles that can fit in a container. The childminder motivates children to count audibly while they calculate the number of objects, such as buttons on clothing.

- The childminder is conscientious about promoting children's physical development. She regularly takes them to the park to engage in physical activities, such as climbing, running and ball games, to increase their heart rate. At lunchtime, the childminder encourages children to make healthy food choices. She teaches children about dental hygiene through enjoyable activities, such as cleaning a toy crocodile's teeth or using toothbrushes to clean the baby doll's teeth before they go to bed.
- The childminder provides a safe and supportive environment for children. Children form strong relationships with her. The childminder celebrates children's achievements and displays 'star' posters so that children know what they have done to be successful. However, occasionally, the childminder does not give children enough responsibility to make their own decisions. Therefore, children do not always gain confidence in their own abilities.
- The childminder identifies children's needs accurately. If children need additional support, she works closely with parents and external agencies to make sure that children get the help that they need. The childminder attends training and invests her own time to research specific needs and is proactive in putting new ideas into practice that help children to make progress.
- The childminder prioritises building good partnerships with parents. She ensures that communication is clear, transparent and honest. The childminder informs parents about their child's daily activities, what they have learned and provides any important self-care information. Parents say how happy their children are and appreciate the childminder for her 'great care and compassion'.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is knowledgeable about potential risks to children and identifies the signs that a child might be at risk of harm. She follows clear policies and procedures to take the appropriate action if she has concerns about a child's safety or an adult's behaviour. The childminder takes necessary precautions to ensure that the premises are safe and secure. She teaches children about safety measures and establishes clear rules which children understand and follow. The childminder has a fire policy in place and carries out fire drills with the children to teach them what to do in an emergency.

What does the setting need to do to improve?

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

- support children's independence further by giving them responsibilities so that they grow even more confident in their abilities.

Setting details

Unique reference number	EY494171
Local authority	Dorset
Inspection number	10214159
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	0 to 11
Total number of places	4
Number of children on roll	07
Date of previous inspection	14 December 2017

Information about this early years setting

The childminder registered in 2015 and lives in Weymouth, Dorset. She operates all year round from 8am to 5pm, Monday to Friday. The childminder provides funded early education for three- and four-year-old children. She holds a childcare qualification at level 3.

Information about this inspection

Inspector

Jonathan Payne

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 childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her early years curriculum.
- The inspector spoke to the children during the inspection.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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