

Childminder report

Inspection date: 23 August 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	Good

What is it like to attend this early years setting?

The provision requires improvement

The childminder provides a welcoming environment where children are safe and move around with confidence. For example, a child goes to her bag and indicates that she wants something from inside it. The childminder interacts well with children overall. However, on occasion, she fails to engage them in play, and they just watch what others are doing. She provides comfort when young children are distressed. She offers cuddles and identifies when they need to be collected because they are not well. Children learn to share, and the childminder reminds them about the house rules, such as using 'kind hands'.

The childminder gets to know children through talking to their parents and making observations. She uses what she knows to provide varied resources that are suitable for their age, stage and interests. She also takes children on a variety of interesting outings, such as to the local library. However, she does not have a thorough understanding of what children need to learn and remember by the time they leave for the next stage of their education. This has a negative impact on her ability to plan and provide an ambitious curriculum to support children to make as much progress as possible.

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

- The childminder makes observations of children's progress from their starting points and identifies what they need to do next. For example, children that have recently started need to develop their confidence. However, the childminder's understanding of the curriculum is not strong enough, and she does not focus sharply on planning and providing activities to help children learn what they need to by the time they leave her care.
- The childminder takes children out in the local community. For example, they visit the local castle, beach and library. This expands their knowledge of the wider world. They also visit a local care home, which helps them to learn about differences and to respect others.
- The childminder takes appropriate steps to ensure children's well-being. When they are distressed, she takes their temperatures and considers whether they need to go home or need pain relief. She promptly contacts parents to collect their children or to give consent for her to give them medication.
- The childminder offers praise and encouragement to children, which boosts their self-esteem. When children successfully hammer in a peg, she comments on how clever they are and acknowledges when they point things out in a book.
- The childminder works closely with parents to find out about their children before they start. She shares information about children's progress through discussion and through a confidential messaging application. She encourages parents to support their children's development, such as developing a wider

vocabulary at home.

- The childminder links with other childminders to provide additional activities for children, such as forest experiences. She is aware of the importance of sharing information about children who also attend other settings. However, she has not persevered in trying to make contact with other settings.
- Children have healthy food and drink. The childminder provides water to drink and offers snacks, such as fruit kebabs. She liaises with parents to ensure they send nutritious meals for children.
- The childminder does not promote good hygiene. The rug in the playroom is covered in dog hair and other debris. Children lie with their face in it when distressed. The childminder repeatedly gives children their dummy back when they throw it on the floor, and they put it back in their mouths.
- The childminder does not always encourage children to take part in activities. When children decide to sit on the sofa rather than play on the floor, she fails to engage them in any activity until this is suggested to her. The childminder does not consistently promote children's developing independence. For example, she does not give them cutlery to eat their lunch.
- The childminder has not been proactive about developing her practice since the last inspection to increase her knowledge and skills and improve outcomes for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder provides a secure environment for children and talks to them about staying safe. For example, she explains why it is dangerous to put toy tweezers in their mouths. The childminder has a secure understanding of the different signs that a child or their family members may be at risk of harm. She knows what to do if she has concerns, and she has all the necessary contact details to seek support and make a referral.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure good hygiene standards are maintained at all times to promote the health of children attending the setting	06/09/2023
develop a stronger understanding of the curriculum to provide more sharply focussed support for children's individual learning.	25/10/2023

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

- provide more consistent support for children to engage in activities and develop their independence skills
- improve the working relationship with other settings to share information about children's care and learning
- identify areas for professional development and improve knowledge and understanding in order to improve outcomes for children.

Setting details

Unique reference number	EY430144
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10307556
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 7
Total number of places	6
Number of children on roll	13
Date of previous inspection	18 February 2020

Information about this early years setting

The childminder registered in 2011. She lives in Christchurch, Dorset. She operates Monday to Friday, from 7.30am to 6pm, all year round, except for bank holidays. The childminder holds an appropriate early years qualification at level 2.

Information about this inspection

Inspector

Catherine Sample

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 provider.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector communicated with the children during the inspection.
- The inspector observed and discussed the quality of education being provided and assessed the impact that this was having on children's learning.
- 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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