

Childminder report

Inspection date: 9 January 2024

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

The provision is good

Children are happy and enjoy the company of the childminder. The childminder places children at the heart of this welcoming setting. She is kind and nurturing and develops caring relationships with the children. Children seek out the childminder for comfort. They are quickly comforted by cuddles and words of reassurance. The childminder helps to build on children's overall skills and development effectively. She encourages children to persist at tasks and to problem solve to find solutions. For example, when younger children say that a wheel on a pushchair is stuck on the bottom of a cupboard, she encourages and praises them while she allows them the time to try to get the wheel unstuck for themselves. Children show excitement when they achieve tasks and develop their problem-solving skills.

Older children learn to be kind by inviting the younger children to join their activities. Younger children rush to greet visitors and engage them in their play. The childminder praises children for sharing, taking turns and using good manners. This helps to build children's confidence and self-esteem. The childminder emphasises supporting children to manage their behaviour from the start. She models how to behave, which helps children learn how to interact with others and behave well.

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

- The curriculum is built around the children's individual needs. The childminder uses planned and spontaneous opportunities to progress children towards achieving their next steps. However, on occasion, the childminder is less focused on the learning intentions. As a result, children benefit less from activities and interactions as their learning is not always fully considered.
- The childminder focuses on children's communication and language development well. She talks to them with lots of enthusiasm and encourages vocabulary by teaching the children new words, such as 'courgette' and 'aubergine'. The childminder asks the children questions about their everyday play. However, she does not always make use of open questions in conversation to further extend children's language skills. At times, this hinders how children expand their curiosity and how they are supported to extend their learning further.
- The childminder has worked on her previous recommendation to develop opportunities to extend children's mathematical skills. She does this by counting with the children and introducing them to numbers in a variety of ways, such as using number lines, shopping tills, sign language and wooden numbers. Older children learn to use their fingers to add and subtract.
- The childminder provides younger children with finger food to enable them to feed themselves. Older children hand out plates and cups to the children and

use safety knives to cut up their snacks. This supports the children to develop their independence and self-care skills.

- Parents positively speak of the 'home from home' that the childminder provides to all children. The childminder works in partnership with parents well. She regularly discusses and exchanges information with them about their child. This ensures they are well informed about their child's day and the progress they are making. Parents comment how they value the childminder and the support she provides for them. They are clear about how to ensure continuity in children's learning at home.
- The childminder and her co-childminder work well together, each taking roles and responsibilities to help the setting run smoothly. The assistant effectively works alongside the childminders, supporting and extending children's learning. The childminder supports her assistant in developing their knowledge and skills and can identify further training that they may need.
- The childminder evaluates her practice by talking with her co-childminder and assistant and evaluating their teaching skills. They seek and act on the views of parents and other early years professionals when evaluating the effectiveness of the provision to help drive improvements. The childminder and her assistant work with other childminders and their assistants to discuss ideas and good practices. The assistants are currently working together to deliver a physical development programme where all the children learn a range of good physical skills.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- focus more precisely on the learning intentions to maximise learning outcomes for all children
- use a greater range of questioning to help support children's curiosity and further extend their learning.

Setting details

Unique reference number	109752
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10305242
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 11
Total number of places	9
Number of children on roll	14
Date of previous inspection	15 February 2018

Information about this early years setting

The childminder registered in 1996. She lives in Canford Heath, Poole, Dorset. The childminder works with her husband who is also a registered childminder at the same address. She also works with an assistant. The childminder is available to care for children from 7am to 6pm, Monday to Friday, all year round. She offers funding to provide free nursery education for two-, three- and four-year-old children. The childminder holds an appropriate childcare qualification at level 3.

Information about this inspection

Inspector

Rachel Cornish

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 carried out a learning walk with the childminder. The childminder told the inspector what she wants the children to learn and how she will do this.
- The inspector assessed the impact of the quality of interactions and the learning opportunities she provides children.
- The inspector and childminder carried out a joint observation of an activity.
- The inspector viewed the indoor and outdoor learning environments.
- During the inspection, the inspector spoke to the childminder, co-childminder, assistant and children at convenient times and considered their views.
- Parents shared their views of the setting with the inspector.

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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