

Childminder report

Inspection date: 25 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	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy, and they enjoy learning in the cosy, homely environment that has been created by the childminder. They have developed a close relationship with her and settle quickly in her care, happily seeking a reassuring cuddle when needed. The childminder models good manners and teaches children the importance of respect for others. Children behave well. When minor disagreements between children occur, the childminder manages this well. For example, she demonstrates how to ask their peers kindly for a turn. The childminder supports children's language development well. For example, she adds new words as children play and helps them to identify the initial sounds in their names. The childminder organises exciting activities to help children to learn the structure of stories as they retell them by using props.

Children enjoy plenty of fresh air and exercise. They develop their gross motor skills as they run, jump and throw balls in the garden. Children learn about the world around them through regular trips into the community. For example, they visit a local garage to find out how cars work. The childminder works with parents to find out what children already know and can do to help ensure that they make good progress from the outset. She organises the curriculum well to nurture children's interests and meet children's individual care and learning needs. Children are well prepared for the next stage in their education, including school.

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

- The childminder plans a broad and balanced curriculum with a strong focus on developing children's social, communication and physical skills. She closely monitors children's progress and plans activities to help each child reach the next steps in their development.
- Older children test out their ideas to develop their problem-solving skills. For example, the childminder encourages children to investigate which materials will sink and which will float. She encourages children to persevere when they do not succeed at first, which helps build their resilience.
- Children learn to put on their own coats and shoes and wash their own hands to help nurture their independence and self-confidence. Children show respect for their environment and tidy away toys when asked.
- The childminder's curriculum for mathematics is particularly strong and prepares children well for future learning in school. For example, they learn that squares do not have curves as she demonstrates to them that they do not roll.
- The childminder teaches children about animals and their habitats to develop their understanding of the wider world. For example, children learn the word 'Orca' and the differences between sharks and whales as they play with toy animals.

- Children learn a wide variety of songs and rhymes to help develop their literacy and language skills. They join in with enthusiasm as the childminder reads stories, which they know well.
- The childminder teaches children how to keep themselves safe. For example, children can explain what they do to make sure they cross the road safely. Children learn to look for hazards before they play outside and to avoid the grass when it is wet because it might be slippery.
- The childminder identifies when children are at risk of falling behind and works with parents and other professionals to close any gaps in children's learning. She spends any extra funding that she receives to support the intended children, for example, to provide resources to prepare them for school.
- The childminder responds quickly to comfort children. However, she does not always help children to identify their feelings to further support their emotional development. For example, she sometimes says, 'You're okay', without asking if they are or helping them to understand their own feelings.
- During transitions from one activity to another, some children are not aware of what is happening next. The childminder identifies that some children might need more support with this but has yet to put strategies in place. As a result, some children do not realise when it is time for food or outdoor play, and this causes confusion because children are not sure where to go.
- Parents report that they are happy with the care and learning their children receive. They say that the childminder provides a 'home from home' for their children and that they value the regular trips into the community that she provides.

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:

- encourage children to identify their feelings to further support children's emotional development and help them learn to manage their own behaviour
- review and improve the transitions from one activity to another to ensure that all children remain focussed and know what is happening next.

Setting details

Unique reference number	EY365825
Local authority	Dorset
Inspection number	10317423
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 6
Total number of places	6
Number of children on roll	9
Date of previous inspection	24 May 2018

Information about this early years setting

The childminder registered in 2007. She lives in Gillingham, Dorset. She operates all year round, from 7.30am to 6pm, Monday to Friday. At times, the childminder works with an assistant. The childminder provides funded early education for two-, three- and four-year-old children. She holds a level 5 foundation degree in early years.

Information about this inspection

Inspector

Lisa Large

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.
- The childminder showed the inspector the premises and discussed how she ensures they are safe and suitable.
- The children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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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