

# Childminder report

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Inspection date: 25 January 2024

<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	Good
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## What is it like to attend this early years setting?

### The provision is good

Children demonstrate high levels of confidence in this nurturing environment. They rush to greet visitors and introduce themselves and their friends. They excitedly show visitors around the setting and engage them in their play. For example, children delight at showing visitors the small-world characters that they are playing with and a train track that they have just built.

The childminder has a clear vision for the future goals for children in her care. She develops a curriculum that focuses on building children's independence and getting them ready for starting school. The childminder is calm, affectionate and engaged in her interactions with children. She is tuned into the children in her care. The childminder encourages younger children to use new words, such as 'melon', 'raisins' and 'cheese'. When she reads familiar stories, she reads with enthusiasm and asks children questions. Older children join in with the story, recalling the characters and the phrases.

Children follow instructions well. They work together to set up a game and take it in turns to catch toy fish. The childminder encourages them to talk about what colours the fish are and how many they have. Older children confidently count, telling their friends how many fish they have caught. All children eagerly join in with activities and make good progress in their learning and development.

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

- The childminder is passionate about her role and takes time to plan activities for children. She has high expectations of the children. However, on occasion, the childminder, in her enthusiasm, plans activities that are sometimes too complicated for children. She does not consistently have a clear focus on the skills or components that she wants children to learn during some activities. This means that the learning intention for some children is sometimes not achieved.
- The childminder is calm and nurturing with the children. She is patient and respectful towards the children. The childminder reinforces the use of manners as children learn. She acts as a good role model and encourages children to be polite and kind to others. Children are learning to regulate their emotions. The childminder gently reminds them to use their words and to ask for help.
- Children have many opportunities to learn about their local community and extend their experiences. The childminder plans regular trips outside of the setting. Children attend local playgroups every day, where they develop their social skills with other children. This helps children to manage their behaviour when they play with others.
- The childminder supports children's good health and independence. For instance, she provides a range of healthy foods at snack times and encourages

children to wash their hands before they eat. Younger children learn to lay the table and cut up fruit. Older children explain how to brush their teeth and take an active part in their own self-care.

- Children enjoy a variety of activities, both indoors and outdoors, that covers the seven areas of learning. Older children develop their physical skills as they practise bouncing on a large inflatable ball. Younger children show delight in kicking a football across the garden.
- The childminder demonstrates a genuine enjoyment of her work. She shows a clear commitment to improving her knowledge and skills. The childminder meets with other childminders to discuss ideas for good practices. She has kept mandatory training, such as first aid and safeguarding, up to date. However, the childminder identifies that she has not fully considered more focused training opportunities to broaden her knowledge further, particularly around developing children's communication and language skills.
- Parents speak highly of the childminder. They say that she is diligent, caring and professional. The childminder has regular conversations and discussions about children's progress with parents, helping them to know about their children's current achievements. This helps to support parents in continuing children's learning at home.

## 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:**

- make better use of planning to provide a clear intent that matches children's individual stages of development more accurately
- strengthen continuous professional development to include a greater focus on how to support and develop younger children's speaking skills.

## Setting details

<b>Unique reference number</b>	144238
<b>Local authority</b>	Dorset
<b>Inspection number</b>	10317407
<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 12
<b>Total number of places</b>	6
<b>Number of children on roll</b>	16
<b>Date of previous inspection</b>	21 May 2018

## Information about this early years setting

The childminder registered in 2001. She lives in Verwood, Dorset. The childminder operates all year round, from 8am to 6pm, Monday to Thursday. She provides funded early education for two-, three- and four-year-old children. The childminder holds an appropriate 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 childminder showed the inspector the areas of her home that she uses for childminding and explained her curriculum for children.
- The inspector observed interactions and conversations between the childminder and the children and considered the impact these have on children's learning.
- The childminder took part in a joint observation with the inspector. The inspector considered the quality of education during activities and the impact this had on children's learning.
- The children spoke with the inspector during the inspection.
- The inspector held discussions with the childminder about her training and how she evaluates her practice.

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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