

Childminder report

Inspection date: 30 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 enjoy the variety of motivating activities provided. They explore the toys and resources with interest. For example, younger children are keen to make marks using chalks, pencils or paintbrushes with water. The childminder gets to know children's individual interests and abilities well and provides a broad curriculum of activities to support them to make good progress. Children are happy and settled with the friendly childminder. They separate easily from parents on arrival and respond readily to the childminder's gentle humour. They snuggle down easily for a comfortable sleep after lunch. Children learn to take turns and play cooperatively. They respond positively to the clear expectations the childminder has established and she supports them well to use good manners.

Children develop a good understanding of the natural world. For example, children enjoy going with the childminder to visit a nearby farm where they see goats, rabbits and cows and they buy fresh milk. They like to explore the logs in the garden and are interested to find worms and woodlice underneath. Children have fun outdoors and become totally absorbed stirring and mixing earth and water in a saucepan at the mud kitchen. They independently fill jugs and pans with water and learn how to turn the tap on the covered water butt off and on. Children persevere as they work out how best to carry the water and then pour it into another container.

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

- The childminder continues to review her practice and update her knowledge. She has raised her understanding of ways to promote children's communication and language, such as by giving them more time to respond to her questions. She repeats the younger children's words and sounds and reinforces the correct pronunciation. Children are keen to repeat the names of animals they know and smile as they confidently say 'cow' and 'moo'.
- The childminder is clear about her responsibility to keep children safe in her care. She assesses risks to minimise accidents within her home and on outings. She ensures the suitability of any visitors to her home and does not leave children unsupervised.
- Children learn about their community well. For example, they like going with the childminder to visit a local care home where they meet the residents and share stories, songs and activities. However, the childminder has not considered more ways to encourage children to develop their self-identity and understanding of how others live, such as helping them gain more confidence in different social situations.
- The childminder observes children's play and identifies their stages of development. She provides activities they enjoy and which build on their existing

abilities to help them continue to make good progress.

- Children develop a good understanding of healthy living practices. They know they need to wash their hands before eating and learn how this helps to get rid of germs and keep them well. Children enjoy healthy snacks and meals, such as eggs, beans on toast or pasta. The childminder talks with children about making good choices of food to eat.
- The childminder encourages parents' involvement in their children's learning very well. They work together to provide a consistent approach for the children and share activities they can do at home to support their learning further. Parents comment very positively about the childminder saying they feel reassured leaving their child in her care.
- Children develop their imaginations effectively through play. For example, younger children cuddle their dolls and wrap them in blankets to keep them warm. They like to hold toy dinosaurs or cars and move these around the colourful road mat in their play.
- Children enjoy their singing session and like to choose their favourite songs from the colourful picture cards. Children listen attentively to the childminder singing and some younger children begin to follow the actions as they 'point to the ceiling and the door' or 'put their hands upon their knees'. However, the childminder has not considered further ways to encourage the involvement of those children who are less confident, such as through the use of resources relating to the songs.
- The childminder encourages children's positive behaviour very well. She helps children feel valued as she praises them frequently for helping or being kind to others. Children happily cut up fruit at snack time and put it into bowls to share with their friends.

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:

- develop further ways to encourage all children's involvement within group activities, such as singing sessions, to build their confidence and enjoyment of songs consistently well
- strengthen ways to help children develop their self-identity and understanding of similarities and differences between their lives and those of others.

Setting details

Unique reference number	EY408725
Local authority	Dorset
Inspection number	10317413
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 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	22 May 2018

Information about this early years setting

The childminder registered in 2010. She lives in Gillingham, Dorset. The childminder is available to care for children Monday to Friday from 8am until 4pm all year round. She receives funding to provide free early years education for children aged two, three and four years old. The childminder holds a childcare qualification at level 3.

Information about this inspection

Inspector
Mary Daniel

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 this into account in their evaluation of the setting.
- The inspector and the childminder completed a joint observation of activities and discussed the quality of education provided.
- The inspector viewed a sample of documentation, such as the childminder's first-aid certificate and proof of suitability for herself and her assistant.
- The inspector observed children's interactions in play indoors and outdoors and discussed their learning and development.
- The inspector took into account the written and spoken views of parents.

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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