

# Childminder report

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Inspection date:

6 February 2024

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**Overall effectiveness**

**Good**

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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous  
inspection

Requires improvement

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

### **The provision is good**

Children demonstrate that they are happy and secure. They arrive confidently and separate from their parents easily. Children behave well. The childminder praises them for following the rules and routines of the setting, which helps build their self-esteem and confidence. For example, older children tidy away toys before snack time, with support from the childminder. Children share and take turns and are kind and considerate to each other.

Children enjoy trips into the community most days to learn about the world around them. For example, they visit local parks where they enjoy plenty of fresh air and exercise. The childminder supports children's language development well. She listens carefully when children speak and repeats back any language that is unclear to help them learn to pronounce words correctly. The childminder adds new words as children play to develop their vocabulary. For example, she explains that a toy is 'spinning' and older children repeat the word.

The childminder supports children to build their independence in preparation for school. For example, children peel their own fruit at snack time and older children attend to their own toileting. The childminder works with parents from the outset to find out what children already know and can do. She uses this information to plan activities to help children reach the next steps in their development. Children make good progress from their starting points.

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

- The childminder has worked hard to improve her knowledge and practice following previous inspections. For example, she has worked with the local authority to develop her curriculum and has built effective working partnerships with parents to help ensure continuity of learning.
- The childminder knows children well. She monitors their learning effectively to identify where a child might be at risk of falling behind and works with parents and other professionals to help close any gaps in children's development.
- Children are active. The childminder organises a variety of activities to develop their physical skills and help keep them fit and healthy. For example, children climb, balance and learn to negotiate space during regular soft-play sessions.
- The childminder is aware that some children need support to develop their social skills following the isolation associated with the COVID-19 pandemic. She provides plenty of opportunities for them to socialise with other children and teaches them the skills they need to be able to make friends. For example, she demonstrates to children how to introduce themselves to others.
- Children develop a love of books. The childminder reads stories with enthusiasm and children listen intently. Older children join in with the phrases they know and

younger children repeat some of the words, which helps develop their language and literacy skills.

- The childminder teaches children to count and supports older children to recognise how many objects are present without counting them. For example, she encourages children to play board games and identify the number represented by the dots on the dice.
- The childminder supports children to develop their fine motor skills and coordination. For example, children fit jigsaw puzzle pieces together with her support. Older children smile widely as they learn to bend paper to successfully remove stickers from a sheet.
- The childminder teaches children to identify risks in their environment to help them learn to keep themselves safe. For example, she teaches children about road safety and the importance of keeping the floor clear to avoid trips and falls.
- The childminder tunes into the interests of older children well to nurture and develop their learning. However, she does not always organise learning well enough to ensure the individual needs and interests of younger children are fully met. For example, at times, her interactions are not targeted well enough to motivate younger children to join in or to maintain their concentration.
- The childminder provides comfort to children and is understanding and empathetic. However, she does not support children to name and describe their feelings to help them to gain a deeper awareness of their emotions to help them learn to manage their own behaviour.
- Parents report that they feel well informed about their children's progress and value the wide range of outings their children experience.

## 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:**

- plan activities that are tailored more precisely to reflect the interests and levels of understanding of the youngest children
- strengthen the curriculum for supporting children's personal, social and emotional development to help children learn to recognise and talk about their feelings and emotions.

## Setting details

<b>Unique reference number</b>	141022
<b>Local authority</b>	Dorset
<b>Inspection number</b>	10299034
<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>	1 to 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	24 May 2023

## Information about this early years setting

The childminder registered in 1999. She lives in Blandford Forum, Dorset. The childminder opens Monday to Thursday, from 8am until 5.30pm, all year round. She holds a relevant level 3 qualification in early years.

## Information about this inspection

### Inspector

Lisa Large

### Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector talked to parents at appropriate times 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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