

Childminder report

Inspection date: 5 February 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, confident, and independent in this childminder's welcoming home. They form positive relationships with the childminder. Children freely explore the inviting learning environment, indoors and outdoors. They feel safe and secure, showing a true sense of belonging. The childminder praises children's good qualities, such as when they patiently wait for their turn. The childminder creates an inclusive environment, where all children make good progress.

The childminder has high expectations for children's learning and development. She supports children in gaining the skills they need for their next stage in education. Children are inquisitive and demonstrate their impressive focus skills as they play with sand and diggers. The childminder encourages the children to talk about and describe the patterns that they have made in the sand with the tyres of the diggers. The childminder's curriculum builds on what children already know and can do.

Children become increasingly independent and resilient to new challenges. For example, they confidently flip their coats over their heads and are learning to use a safety knife to cut up fruit at snack times. Children are building their self-confidence and developing a 'can-do' attitude. The childminder supports children's self-help skills at routine times of the day. For instance, she encourages children to tidy up after they have finished playing.

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

- The childminder has a good understanding of how children learn and develop. She knows the children well and understands how each child prefers to learn. The childminder assesses children's ongoing development and uses this information to plan experiences based on what children need to learn next. However, on occasions, she does not effectively interact enough with children in a way that specifically focuses on their individual learning intentions. This does not help children to make the very best progress in their learning.
- Children have access to a wide range of books. They freely choose their favourite stories and snuggle in with the childminder as she enthusiastically reads to them. They listen intently as they look through the pages of the book. This encourages the children to listen well and to develop their early literacy skills.
- The childminder effectively promotes children's health and well-being. She is attentive to children's care needs. The childminder is quick to respond when children are toilet training, which supports their health and hygiene. Children develop their understanding of self-care skills as they sing while washing their hands before snack.

- Children have many opportunities to develop their physical skills. They navigate ride-on vehicles around the childminder's garden and learn to climb and balance. Children visit parks to use large play equipment to develop their core muscle strength.
- The childminder takes the children on regular outings. Children frequently attend toddler groups and other local activities with other childminders and their children. These activities build children's confidence with larger groups of children and helps them learn about their local community and the wider world around them.
- The childminder forms trusted partnerships with parents. She keeps parents well informed about each child's progress and next steps. This helps them to continue to promote children's learning at home. Parents say their children have come on in 'leaps and bounds', particularly in speech, social skills, and confidence.
- The childminder evaluates her provision well. She regularly gains feedback from parents, children, other childminders, and the local authority. The childminder has a positive attitude to her continued professional development. She completes regular training and uses information from support networks to keep her knowledge up to date. Recent training in mathematics has supported the childminder to enhance the mathematical opportunities she provides. She introduces counting opportunities during play and everyday routines. As a result, children become familiar with early mathematical concepts, which enables them to securely move on to the next stage of learning.

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:

- provide more purposeful interactions to consistently support individual children's next steps in their development.

Setting details

Unique reference number	109791
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10317385
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 9
Total number of places	6
Number of children on roll	3
Date of previous inspection	14 May 2018

Information about this early years setting

The childminder registered in 1992. She lives in Poole in Dorset. She offers care from 7.30am to 5pm from Monday to Thursday, all year round except for family holidays and bank holidays. The childminder offers funding to provide free early education for children aged two-, three- and four-years. She 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 and the childminder completed a learning walk to understand how the early years provision and the curriculum are organised.
- A joint evaluation of an activity was carried out by the inspector and the childminder.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector held discussions with the childminder at appropriate times during the inspection.
- The inspector spoke to children during the inspection. She took account of the views of parents through written feedback.

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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