

Childminder report

Inspection date: 25 June 2024

Overall effectiveness	Good
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 develop warm and loving relationships with the childminder, and they are happy and settled in her care. They choose and lead their own play confidently, moving freely between the safe and secure playroom and garden. They enjoy exploring and creating their own ideas. Children behave well and develop positive attitudes and good social skills. They learn to share, to take turns, to be polite and to play gently with younger children. Children develop good independence in readiness for starting school, such as taking off their shoes when they arrive and managing the toilet themselves.

The childminder delivers a broad curriculum of activities to support children's developmental needs. This includes learning opportunities to expand their experiences. For example, children benefit from outings to the beach and local farm parks, and they monitor the life cycle of butterflies at the childminder's home. This all helps children to learn about the world around them. The childminder responds quickly when children show an interest in an activity to support their enjoyment of learning. For example, she joins in a drawing activity with children to support their creativity, language and mark-making skills and this helps to keep them engaged well.

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

- The childminder has made many improvements to raise the quality of children's care and learning since the last inspection. For example, she has worked with the local authority and completed training to develop her curriculum. The childminder reflects on her provision to identify improvements to support outcomes for children, such as providing activities to help children to learn more about dental care.
- The childminder knows what she intends children to learn next. She provides activities to encourage all areas of their learning, which children are excited to explore. She joins in their play to support their learning, for example providing mathematical challenges to help older learn about shapes and the size of objects. However, she does not make the most of some spontaneous opportunities to build further on children's understanding of numbers when they count easily.
- Children communicate well. They join in discussions with the childminder, who asks questions to encourage them to think and talk, such as to describe textures. She models language well to help children learn to pronounce words correctly. Children learn new words to extend their vocabulary, such as animal names and colours.
- The childminder encourages children's literacy well. She provides opportunities for children to draw and create marks. Children develop a love of books. They

choose stories spontaneously for the childminder to read and visit the library to choose books to borrow. The childminder provides factual books for children to learn about topics, for example to support their butterfly life-cycle activity.

- Children learn how to identify risks in their environment to help them learn to keep safe. The childminder guides them on the risks of running inside and why they need to eat slowly at mealtimes. She teaches them to practise good handwashing routines. However, she does not help children to learn how to manage some other aspects of their personal hygiene consistently well, such as how to clean their noses hygienically when they have colds.
- The childminder works effectively with parents and other settings the children attend to meet their needs consistently. Parents express positive views about the childminder's provision. For example, they say that the childminder encourages children's personality to shine through and she aligns her values with theirs. Parents appreciate the diaries communicating information about their children's day, and the experiences helping children to mature and grow.
- The childminder understands the risks to children and keeps her knowledge of how to safeguard children up to date. She knows the signs to be aware of that might indicate a child is at risk of harm and she understands the procedures to follow to safeguard children's welfare.

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 interactions with children to challenge them further in achieving their next steps, particularly regarding their understanding of numbers
- improve support for children to learn how to manage all aspects of their personal hygiene well.

Setting details

Unique reference number	EY430144
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10309466
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 8
Total number of places	6
Number of children on roll	12
Date of previous inspection	23 August 2023

Information about this early years setting

The childminder registered in 2011. She lives in Christchurch, Dorset. The childminder offers care from 7.30am to 6pm, Monday to Friday. She receives funding to provide free early education for children aged two, three and four years old. The childminder holds an appropriate early years qualification at level 2.

Information about this inspection

Inspector

Bridget Copson

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 provision.
- The childminder joined the inspector on a learning walk and talked to the inspector about the curriculum and what they intend children to learn.
- The inspector observed activities and the quality of the childminder's interactions with the children.
- The inspector sampled the childminder's documentation.
- The inspector spoke to children and took account of parents' views.

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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