

Childminder report

Inspection date: 11 November 2021

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Outstanding
--	-------------

What is it like to attend this early years setting?

The provision is good

Children are happy and content. They enjoy learning and confidently explore the easily accessible resources, indoors and outdoors. The childminder knows children well. She uses her observations effectively of children as they play, to help her support them to move on to their next steps. As a result, children make good progress in their learning and development.

Children confidently select books from the low shelves and happily cuddle up to the childminder to listen to a story. They talk about the pictures and enthusiastically repeat familiar words, such as 'run, run, run'. The childminder provides character toys to extend children's learning effectively, and children eagerly use the toys to act out the story. Children listen attentively to the childminder, as she helps them to understand to share and to take turns in their play.

The childminder had a period of closure during the COVID-19 pandemic. She kept in touch with parents and children during this time. When children returned to her setting, the childminder recognised that some children required extra reassurance to help them gain confidence in new situations. The childminder adapted her routines and changed her arrival and departure procedures to help minimise the risk of cross-infection.

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

- Children build positive relationships with the childminder. They benefit from the childminder's warm, gentle and caring manner. Children show they feel safe and secure at the childminder's setting, and have a strong sense of belonging. For example, they confidently put their shoes in their box and hang their coats on the peg after playing outdoors. Children show increasing confidence in attending to their personal care routines. This helps them to be ready for the next stage of development.
- Children communicate well and happily chat with others during their play. The childminder talks with children constantly to promote discussion and to introduce the children to new words. However, on occasions, the childminder does not always use the correct pronunciation of words to enhance children's language skills further.
- Children are well behaved and know routines well. They willingly help to tidy away toys when the childminder sings the 'tidy up song'. The childminder offers gentle reminders of the rules, such as no running indoors, and children listen and follow the guidance.
- Children enjoy a wide range of fun and stimulating learning experiences. For example, they show good control as they use tools to scoop up pasta, and are fascinated to explore the textures of paint, sand and water. However, during

planned activities, such as making poppies, the childminder does not always encourage children to try to do things for themselves, to promote their independence further.

- The childminder establishes good relationships with the parents. She has provided more information with parents electronically since the COVID-19 pandemic began. This provides the parents with regular updates about children's routines and experiences. Parents comment positively about the childminder and say that 'she is patient, caring and calm' and that she keeps them 'up to date on what children are learning'.
- Children's physical development is supported well. When babies first begin to walk, the childminder considers ways she can encourage their balance and mobility. For example, she offers a range of experiences to help them learn to move with and without equipment. Children learn about the importance to keep themselves healthy. They understand to wash their hands before eating, and they happily join in the 'wash, wash, wash your hands song'. The childminder knows to promote good oral health for children, such as providing healthy snacks for children.
- The childminder continually reflects on ways to improve her provision and to update her knowledge. For example, she completed training about COVID-19 and followed the guidance to help keep children safe. The childminder continuously develops the learning experiences she offers children, such as extending the range of outdoor activities. Occasionally, the childminder works with an assistant. She ensures her assistant understands her role, so the children receive consistency in their care.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her child protection knowledge up to date through training and by accessing local authority information for any changes. She knows the signs that may indicate a child is at risk of harm and to report any concerns about a child's welfare. The childminder carries out regular risk assessments to identify and to remove any potential hazards to children. She follows clear procedures when taking children on outings, to help keep them safe. The childminder supervises children well and has a clear understanding of her responsibility to keep children safe.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- ensure consistency in supporting children's language skills to help them to learn the correct pronunciation of words
- provide more opportunities for children to try to do things for themselves, such

as in creative play experiences, to encourage their independence further.

Setting details

Unique reference number	109745
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10125408
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	7
Date of previous inspection	26 October 2015

Information about this early years setting

The childminder registered in 1993 and lives near the centre of Poole, in Dorset. She operates all year round, Monday to Thursday. The childminder holds an appropriate early years qualification at level 3. The childminder sometimes works with an assistant.

Information about this inspection

Inspector

Dinah Round

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in her evaluation of the setting.
- The childminder explained how her early years provision is organised. The inspector held a learning discussion with the childminder on how she supports the children's learning and development.
- The inspector spoke to the children at appropriate times during the inspection.
- A range of documentation was reviewed, including suitability checks and paediatric first-aid qualifications.
- The inspector took account of parents' views about the childminder's setting.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021