

# Childminder report

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Inspection date:

6 February 2025

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| <b>Overall effectiveness</b>                 | <b>Outstanding</b> |
|----------------------------------------------|--------------------|
| The quality of education                     | <b>Outstanding</b> |
| Behaviour and attitudes                      | <b>Outstanding</b> |
| Personal development                         | <b>Outstanding</b> |
| Leadership and management                    | <b>Outstanding</b> |
| Overall effectiveness at previous inspection | Outstanding        |

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

### The provision is outstanding

Children flourish in this well-organised, welcoming and nurturing environment. The childminder has exceptional knowledge of how children develop and uses this to sequence a curriculum that helps them make excellent progress. For instance, when children find it tricky to use pencils, she builds their accuracy of fine motor control through a wide range of fun activities selected to develop their coordination, strength and precision. Because of this, children are well prepared for future learning and are highly motivated to draw and write.

The childminder fosters children's love of reading and arranges for children to engage regularly in story time. She sustains their concentration while reading 'The Hungry Caterpillar' by skilfully using questioning and discussions. Children demonstrate a high level of comprehension and recall key information about the books they read. Children enjoy learning mathematical concepts through exciting games. They love counting through number songs such as 'Five Little Ducks', and enthusiastically recall numbers and actions as they giggle and sing together.

The childminder's nurturing approach supports children in feeling safe and secure. Children show remarkable resilience and regularly challenge themselves with tasks that they find difficult. Children who find riding bikes challenging are self-motivated to master skills. They calmly climb back on bikes when they lose balance and keep on going.

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

- The childminder is committed to refining her ambitious curriculum, carefully crafting learning intentions precisely to prepare children for school. The curriculum is thoughtfully structured, enabling children to build skills progressively. By breaking down each element of everyday skills, children are equipped with the ability to perform tasks independently. For example, young children can put on their own coats, and older children are able to mix colours accurately for specific effects.
- The childminder broadens children's understanding of the world and builds their confidence in engaging in the community. She regularly arranges visits to a local nursing home, providing children with valuable opportunities to interact with individuals from different communities and generations. These experiences teach children the importance of gentleness, sharing and confident social interaction.
- The childminder demonstrates an excellent commitment to enhancing her teaching skills. She consistently seeks opportunities for professional development. This proactive approach ensures she is well prepared to meet children's needs, including children with special educational needs and/or disabilities. She applies her knowledge to support children's concentration and

focus effectively. This dedication to continuous improvement contributes significantly to the high-quality care and early education that she provides.

- The childminder meticulously assesses each child's individual needs. She uses a range of high-quality assessment tools and her professional experiences to pinpoint the specific areas of development where children need extra help. The childminder then delivers targeted interventions that significantly enhance children's language learning and comprehension skills. As a result, children make exceptional progress in their understanding and use of vocabulary.
- Children develop exceptional independence in this setting. They confidently engage in activities and show remarkable perseverance when cleaning up. The childminder supports children to notice what they need to do to help themselves, helping them take responsibility for their decisions and actions. Even the youngest children take the initiative to wash and dry their hands and put on aprons and coats independently when preparing for painting activities or going outside. This nurturing approach fosters their strong self-belief. The childminder expertly supports children in acquiring skills, ensuring they feel capable and proud of their achievements.
- The children's behaviour is exemplary. The childminder fosters effectively a calm environment where children learn the importance of sharing and taking turns. The childminder provides clear and gentle guidance when children encounter difficulties sharing. Children quickly imitate her actions, willingly offering toys to their friends and saying, 'Here you are, your turn,' demonstrating excellent social awareness and cooperation.
- The childminder's partnership with parents is highly effective. She is empathetic to the needs of families and works closely with parents to understand and meet each child's needs. She provides parents with detailed feedback about children's daily development and supports them with any concerns about their development. The childminder's input supports families to have meaningful conversations with their children about their day.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 138714                                                                            |
| <b>Local authority</b>                             | Dorset                                                                            |
| <b>Inspection number</b>                           | 10376295                                                                          |
| <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> | 0 to 10                                                                           |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 12                                                                                |
| <b>Date of previous inspection</b>                 | 23 May 2019                                                                       |

## Information about this early years setting

The childminder registered in 2000 and lives in Ferndown, Dorset. She operates from Monday to Thursday all year round. The childminder holds an early years qualification at level 3. She offers government funded places.

## Information about this inspection

### Inspector

Jonathan Payne

### Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- 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.
- The children spoke with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their views of the setting with the inspector.
- 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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