

Childminder report

Inspection date:

12 September 2022

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Good

What is it like to attend this early years setting?

This provision meets requirements

Children settle easily on arrival. They make choices from a good variety of resources. For example, different types of card games, small-world play resources and drawing materials. Children are confident to approach the childminder, such as to ask for help. They listen well to the childminder and their friends when they explain the rules of the card games. Children show enthusiasm for taking part in the activities on offer.

Children talk openly with the childminder and other children. The childminder asks them questions to find out about their day and how they are feeling. This helps to develop positive relationships between children and the childminder, and contributes to children's sense of feeling safe.

Children behave well. They respond positively to the childminder when they are given guidance. For instance, children help to tidy up at the end of activities. Children play together cooperatively, happily share and take turns with each other.

During the COVID-19 pandemic, the childminder adapted and stayed in touch with the children and their families during closures. As a result, children settled back into her care very happily when she was able to re-open her provision.

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

- The childminder understands the interests of children in the early years age range. She has a clear vision to give children lasting and positive memories of fun activities. The childminder knows how to plan activities and offers a wide range of age-appropriate toys and resources for children to choose from. She understands the importance of giving children opportunities to be independent.
- Children enjoy spending time together. During card games, they compete against each other eagerly and work in teams excitedly. The childminder uses these opportunities to support children to learn new words, such as 'chrysanthemum', and explore their meaning.
- The childminder supports children's communication and language skills well. She engages the children in regular conversations, responding to their questions and ideas. Children recall stories and talk about things that are personal to them without being asked, sharing experiences of holidays, families and things that will happen in the future.
- Children benefit from healthy snacks and learn to keep clean, washing their hands regularly. They have the opportunity to be active in the fresh air. Children can explore the childminder's large garden and often go on nature walks with her.

- The childminder helps children with their homework after school. She supports older children to learn some mathematical concepts, such as completing simple equations. Younger children recognise numbers and count in sequence confidently.
- The childminder develops effective relationships with other professionals. For example, she works with the children's teachers to support their learning. The childminder talks about their day and information, which she passes on to their parents.
- Parents are very pleased with the reliable service, and the good care and support their children receive. They comment that their children enjoy the different activities that the childminder offers and often ask to return, even on school holidays. The childminder shares updates on children's learning and development regularly with parents.
- The childminder uses self-evaluation well to reflect on her setting's strengths and weaknesses. She includes the views of parents and children in this process.
- The childminder attends regular mandatory training. This ensures she keeps her knowledge and skills up to date. She has attended safeguarding and paediatric first-aid training recently. This helps towards keeping children safe.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps up to date with child protection training. She knows the procedures to report any concerns about a child in her care. The childminder is familiar with the signs and symptoms that may indicate that a child is more vulnerable or at risk of harm. She understands broader safeguarding issues, including the 'Prevent' duty and county lines. Children play in a secure and safe environment, and they are supervised vigilantly throughout the session. The childminder knows the necessary steps to take to ensure all children's safety, for instance the use of mobile phones, and daily environment checks are undertaken to minimise any potential hazards.

Setting details

Unique reference number	139245
Local authority	Dorset
Inspection number	10214450
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	4 to 10
Total number of places	6
Number of children on roll	6
Date of previous inspection	31 August 2016

Information about this early years setting

The childminder registered in 1993. She lives in Lyme Regis, Dorset. She offers childcare Monday to Thursday from 3.30pm until 5.30pm during school term times, and Monday to Thursday from 8am until 5.30pm in the school holidays.

Information about this inspection

Inspector

Rachel Cornish

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how she ensures they are safe and suitable.
- The inspector held discussions with the childminder.
- The inspector assessed the impact of the quality of interactions and the play opportunities she provides for children.
- The inspector spoke to children and parents, and took account of their views.
- Relevant documentation was reviewed by the inspector. This included safeguarding procedures, attendance records and paediatric first-aid certificate.

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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