

Childminder report

Inspection date:

19 September 2025

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

The childminder does not consider how she organises the premises and equipment to meet the needs of the children she cares for. Children do not have sufficient space to easily and freely move around the indoor environment. This does not support them to extend their games and does not promote the mobility of the youngest children. Due to the large volume of toys and resources available, children frequently wander around simply picking up and putting down toys. They do not engage in meaningful learning.

Procedures for nappy changing are not suitable. Children are not provided with sufficient privacy and dignity. The childminder changes babies' nappies on a mat on the floor with other children playing close by and sitting on the mat. This exposes babies and has a negative impact on their personal, social and emotional development and their health and hygiene.

The childminder gives children and their families a warm welcome as they arrive. Babies who have recently started with the childminder settle quickly. They separate well from their parents and show they feel safe and secure. Children show they enjoy their time with the childminder.

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

- The childminder has not acted swiftly enough to address concerns raised about the organisation of her premises, which impact on the quality of education she is able to provide. Despite receiving support and guidance, she has not taken action to ensure that she provides a suitable learning environment.
- Weaknesses in the organisation of the indoor area mean that there is not enough space for children to comfortably take part in activities. They frequently bump into each other as they move around. This also impacts on those who are learning to walk. When children show frustration at the lack of space, the childminder sometimes takes them outside. However, as they are strapped into buggies, this further restricts their movements. Overall, there are not enough opportunities for children to develop their physical skills, and this also impacts on their emotional and social well-being.
- The childminder does not sufficiently consider children's privacy during nappy changing times. Babies are changed on the floor very close to where other children are playing. Other children sit on the edge of the changing mat and are able to touch items on the mat. This means babies' personal dignity is not respected. These procedures are not hygienic and do not promote children's health and welfare.
- The childminder does not have a clear curriculum to target children's individual learning needs. Children become overwhelmed by the volume of toys and the

childminder does not encourage them to concentrate, practise their skills or complete tasks. This lack of engagement and focus means children do not form positive attitudes towards their learning. This does not support them to develop the key skills and knowledge they need for their future learning.

- The childminder successfully forms secure relationships with the children. They show enjoyment when she talks to them. For example, babies smile and clap when the childminder builds spiral towers for them to roll balls through. They happily sit on the sofa with the childminder as she reads and sings to them. However, these moments are brief and children are not engaged for sustained periods of time.
- Partnerships with parents are positive and friendly. The childminder gathers useful information from parents, when children start with her. This includes details of children's interests and their eating and sleeping routines. She uses this information to help children settle. This also supports her to provide consistency for children's care needs. The childminder uses handovers, photos and a daily diary to share with parents what children have been doing during the day. Parents comment about the warmth and care the childminder shows their children. They say they feel supported and appreciate the advice the childminder gives them to help their children at home.
- The childminder has not fulfilled the requirement to notify Ofsted a significant event. However, Ofsted is now aware and does not intend to take any further action on this occasion.

Safeguarding

The arrangements for safeguarding are not 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 meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
improve the organisation of space to more effectively support children's learning and development	17/10/2025
ensure that procedures to support children's intimate care are hygienic and promote dignity and privacy	20/09/2025

implement an effective curriculum to support children to make good progress across all areas of learning.	17/10/2025
---	------------

Setting details

Unique reference number	139251
Local authority	Dorset
Inspection number	10417438
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	0 to 10
Total number of places	6
Number of children on roll	9
Date of previous inspection	21 September 2022

Information about this early years setting

The childminder registered in 1999. She lives in the village of Charminster, near Dorchester, Dorset. The childminder works on weekdays all year round. She offers government funded places.

Information about this inspection

Inspector

Mikaela Jauncey

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises with the childminder.
- The childminder talked to the inspector about her curriculum, what she wants children to learn and how she monitors children's progress.
- The inspector spoke to parents and took their views into account.
- Children spoke to the inspector.
- The childminder carried out a joint observation of a turn-taking activity with the inspector.
- The inspector observed interactions between the childminder and children throughout the inspection.
- The childminder shared various documents with the inspector to show how she records, monitors and responds to accidents, absences, existing injuries and the administration of medicines.

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 2025