

Childminder report

Inspection date:

7 December 2021

Overall effectiveness	Good
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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 confident in the childminder's home. They settle quickly and form good relationships with the childminder and her family. Children demonstrate feeling secure when they are with the childminder. For instance, older children involve her in their games and younger children put their arms out for her to pick them up and they cuddle into her. Children are keen and motivated to explore the resources. The childminder implements an ambitious curriculum that provides children with opportunities to play using their interests. Children can access resources independently in the well-resourced environment that the childminder provides. Children are excited to be involved in activities that the childminder plans; they focus and concentrate as they explore what the childminder has ready for them. Children enjoy exploring in the leaves to find the plastic insects that the childminder has hidden; they eagerly look through the magnifying glasses to see what they can find. Children are kind and considerate of each other. The childminder supports them to share the resources and help to tidy away the toys when they have finished playing. When not all children were able to attend the childminder's home during the COVID-19 pandemic, she kept in contact with the children's parents. The childminder shared ideas and activities with parents so that they could support their children's learning at home.

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

- Partnerships with parents are effective and well developed. The childminder uses good methods to work with children's parents to get to know children and to support their learning. She keeps parents well informed about their children's progress and involves them in supporting their children's learning at home. Parents report that they are happy with the care that their children receive. They say that children enjoy going to the childminder's home.
- Overall, the childminder supports most children's language development well. She models words and sentences as she plays alongside children, to support them to learn new words and to extend their vocabulary. Children who speak English as an additional language develop a love of songs and confidently involve the other children in singing. However, occasionally the childminder does not provide as much support for the language development of quieter children and those with development delays as she does for more confident children.
- The childminder recognises the importance of keeping her skills and knowledge up to date and relevant. She and her co-childminder take part in regular training to help them to develop their practice further. For instance, after recent training on oral health, the childminder talks to children about oral hygiene and the importance of drinking after they have eaten.
- The childminder knows the children very well. She uses her observation and assessment procedures successfully to plan activities that excite children and

motivate them to be involved. Children eagerly open the foil parcels that the childminder has wrapped to support their physical skills. They confidently peel the foil to reveal the hidden objects.

- The childminder provides an interesting environment that is welcoming for children. She considers children's interests to entice them in to learning. Children enjoy being outside and they benefit from plenty of fresh air and exercise. Older children enjoy using the ride-on toys and the slide. Younger children enjoy playing with the water on the play table; they smile as they make it splash with their hands.
- The childminder supports children's interests in early mathematics as they play. She introduces opportunities for children to hear mathematical words and to be involved in counting and exploring shape and space. For instance, children work out how they can make their bridge high enough for the animals to fit underneath. They count and talk about 'big' and 'small' animals.

Safeguarding

The arrangements for safeguarding are effective.

The childminder recognises her responsibility to protect children and to keep them safe. She has a good understanding of the signs and symptoms that might indicate a child may be at risk of harm. The childminder and her co-childminder have good procedures in place to report any concerns that they have. She is fully aware of local safeguarding procedures. The childminder knows what action to take if there is an allegation against her or her co-childminder. She risk assesses the environments used by the children, including the outings that she takes the children on.

What does the setting need to do to improve?

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

- develop methods to support the children with limited language to understand routines and to communicate their needs and interests.

Setting details

Unique reference number	139831
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10212665
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 2
Total number of places	6
Number of children on roll	3
Date of previous inspection	19 August 2015

Information about this early years setting

The childminder registered in 1999. She lives with her husband, who is her co-childminder, in the Parkstone area of Poole in Dorset. The childminder provides care for children on weekdays throughout the year. She is accredited to provide free early years education to children aged two, three and four years.

Information about this inspection

Inspector

Victoria Nicolson

Inspection activities

- This was the first routine inspection the childminder 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 childminder.
- The inspector carried out a joint observation of an activity with the childminder.
- The inspector viewed the areas used for childminding and discussed with the childminder how she implements the educational programmes for the children.
- Relevant documentation was reviewed by the inspector, including paediatric first-aid qualifications. The childminder discussed her procedures for safeguarding the children.
- The inspector read written feedback from the parents, and took their views in to consideration.

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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