

Childminder report

Inspection date: 13 October 2021

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are happy, content and show that they feel safe and secure in the childminder's care. They enjoy a varied range of activities that help them to make good progress in their individual learning and development. For example, children have fun as they mix ingredients to create erupting volcanoes. They excitedly say to others, 'Look, watch it', as everyone gathers around the activity. The childminder joins in the activity to promote discussion and to help develop children's vocabulary effectively. Children are supported to test out their own ideas. For example, they investigate using water to mix the ingredients and see what happens. This helps them to explore how and why things work. Children are kind and considerate as they play together. They happily share and take turns during the activity, showing a good understanding of the needs of others.

The childminder had a period of closure during the COVID-19 pandemic. She continued to communicate well with children and parents during this time, and reassessed children's development on their return. She identified that some children required help to manage their feelings and emotions. The childminder provided activities that helped children to build social skills and supported their emotional well-being.

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

- The childminder provides a calm, relaxed environment. Children benefit from her gentle and caring manner, as she ensures that all children are valued and respected. The childminder knows children well and understands when they may need extra reassurance and support. Children show that they have built a good relationship with the childminder and are confident to ask for help when needed.
- The childminder links closely with other settings the children attend to ensure that she is fully aware of children's progress. This means that children receive consistency in their care and learning. The childminder has established positive relationships with parents. She informs them about their children's achievements through frequent informal discussion and sharing messages. Parents' feedback is complimentary and they comment that they appreciate the 'good communication'.
- Children learn how to behave appropriately due to the consistent and calm approach of the childminder, who acts as a positive role model. She teaches children to understand how their behaviour affects others. For example, the childminder has created a 'kind chart' to help some children learn how to manage their own feelings and behaviour. As a result, children learn to cooperate well with others, which has a positive impact on their emotional well-being.
- The childminder recognises the important role she has in helping children to

acquire and use language. Children communicate well and they happily chatted with the inspector about their favourite car, explaining how it goes 'very fast'. The childminder models vocabulary during play activities. For instance, children are encouraged to use numbers and compare quantities to help develop their understanding of mathematical language. However, occasionally, the childminder does not consider ways to expand an activity to extend children's learning further, such as through the use of books.

- Children develop their self-help skills well. They put their shoes on and attend to their personal care routines themselves. This helps to prepare them for the future. However, at times during the planned activities, the childminder does not encourage children to try to do things for themselves, to support them to become even more independent.
- Children have good opportunities to build on their physical skills through access to outdoor activities and experiences. They show care and control as they use the rackets and balls to play games. The childminder offers lots of praise and encouragement. Children beam with delight as they achieve and manage to hit the ball with the racket, which helps to boost their confidence and self-esteem.
- The childminder updates her knowledge through ongoing training opportunities and accessing online resources to help her increase her skills. She links closely with her local authority adviser to help her reflect on ways to improve the quality of what she provides for children.

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 how to report concerns about children's welfare. The childminder carries out regular risk assessments to identify and remove any potential hazards to children, to help keep them safe. She teaches children about risks and challenges as they play. 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:

- introduce ways to challenge and extend children's learning further, to help them to make even better progress
- encourage children to become more independent to help support their move on to school.

Setting details

Unique reference number	144168
Local authority	Dorset
Inspection number	10125458
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	3 to 11
Total number of places	6
Number of children on roll	7
Date of previous inspection	28 April 2015

Information about this early years setting

The childminder registered in 1999. She lives with her husband in Wimborne, Dorset. The childminder holds a relevant early years qualification at level 3.

Information about this inspection

Inspector

Dinah Round

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 that they are safe and suitable.
- The childminder had a 'learning discussion' with the inspector to explain how her early years provision is organised.
- A discussion was held with the childminder about how she supports the children's learning and development.
- The inspector spoke to the children at appropriate times during the inspection.
- A range of documents 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.

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