

Childminder report

Inspection date: 6 January 2022

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

The provision is good

Children are safe, content and settled in this welcoming environment. They evidently enjoy attending and benefit from the warm interactions they have with the childminder and her assistant. They play happily with one another. For example, older children enjoy making babies laugh as they hide under a blanket and pop their heads out.

Children are active learners who choose what they would like to do and are keen to get involved with activities, such as choosing and listening to stories. They learn about the rules and listen to instructions. The childminder and her assistant have high expectations for every child. Children, including those who are learning English as an additional language, make good progress from their starting points.

This is the childminder's second inspection during the COVID-19 pandemic. She found that many local facilities, such as toddler groups and library events, stopped operating during the pandemic. She has researched what is available and found alternatives which she is going to start attending with the children.

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

- The childminder has developed her understanding of children's learning and is using effective new systems to assess children's progress and identify what they need to do next. She and her assistant both know the children very well and support their development effectively. For example, they ensure that quieter children are encouraged to take part when listening to, and discussing, stories.
- Children are confident communicators. Older children chat about a wide range of topics, such as dinosaurs, and babies babble and interact well with children and adults. The childminder and her assistant talk with children of all ages as they play. The childminder and her assistant model correct language as they repeat what children say and introduce new vocabulary, such as 'juicy' and 'fin'.
- The childminder and her assistant respond sensitively to children's individual needs. For example, when babies are tired but will not settle, the assistant cradles them and lets them sleep on him. The childminder brings lunchtime forward when children are hungry.
- Parents comment on how effectively the childminder and her assistant communicate with them about their children's progress and welfare. They describe how they work in effective partnership to ensure a shared approach to managing children's behaviour.
- The childminder and her assistant manage children's behaviour well. They remind children of the rules and take them to look at the displayed poster to reinforce this. Children respond well to the positive messages about behaviour, such as using a little voice and kind words.

- The childminder and her assistant work well as a team. They discuss the children on an ongoing basis. They note any new progress and consider how they can support the children's development further. They have worked hard to make improvements after the last inspection and have plans for the future, such as developing the outdoor space and converting the garage into a playroom.
- The childminder does not take every opportunity to extend children's learning during spontaneous activities. For example, while the childminder counts with children as they read a number book, she does not introduce counting and simple mathematical language as much as possible during child-led play.
- The childminder does not have a full understanding of how to value and to acknowledge children's differing backgrounds. There is some good practice, such as finding out about festivals specific to families' home cultures. However, children do not regularly have the opportunity to use resources that show positive images of their diverse backgrounds.

Safeguarding

The arrangements for safeguarding are effective.

The childminder provides a safe and secure environment for children. The front door is kept locked, the garden is fully enclosed and the dogs are kept apart from the children at all times. The childminder and her assistant supervise children carefully to ensure their safety. Both have completed safeguarding training since the last inspection. They understand the signs that a child may be at risk of harm and know what to do if they have concerns. The childminder ensures that she keeps her knowledge of safeguarding up to date and shares any new information with her assistant.

What does the setting need to do to improve?

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

- extend children's learning as fully as possible during spontaneous activities, with particular regards to mathematics
- develop further understanding of how to acknowledge and value the varying backgrounds of children and families.

Setting details

Unique reference number	2504548
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10209430
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	11
Date of previous inspection	13 September 2021

Information about this early years setting

The childminder registered in 2019 and lives in Bournemouth in Dorset. She operates from 7am to 7pm, Monday to Friday. The childminder works with an assistant. She offers overnight care. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Catherine Sample

Inspection activities

- This was the second routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in her evaluation of the provider.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning and the suitability of the premises.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation.
- The inspector observed an activity and discussed it with the childminder.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.

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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