

Childminder report

Inspection date: 12 November 2024

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

The provision is good

Children arrive happy, share their news and settle into play. They form warm and trusting relationships with the childminder. She meets their care routines consistently and provides reassurance and cuddles when needed. Children behave well. They share, take turns and have good manners. Children learn how to play safely, such as dancing without a risk of falling, and the importance of sitting at the table to eat. They enjoy appropriate challenges, such as completing puzzles, and work together as a team to help others when they find them difficult. This demonstrates good cooperation and problem-solving.

The childminder provides a balanced curriculum that supports children's developmental needs and interests. She broadens their experiences, such as by providing regular outings in the community. Children visit the local residential home to share with residents things they have made and join in the village Advent walk at Christmas. They learn about the wider world and different cultures and beliefs, including the Diwali festival. Children enjoy activities to support their learning goals. For example, younger children chase wheeled toys and learn to jump to develop their balance and mobility.

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

- The childminder knows the children well. She uses her assessments of their development and partnerships with parents to identify any gaps in their learning. She is clear what she intends them to learn next, and plans activities and outings to help them make good progress.
- The childminder joins in children's play to help further build on what they know and can do. For example, children learn to count higher quantities and to recognise numerals to extend their mathematical development. However, on occasions, some of the youngest children are not included as well as they could be in the activities when they wander and watch others. At such times, this does not help them to benefit as much from the learning opportunities.
- The childminder's curriculum has a focus on supporting children's communication and language development. She asks older children questions to encourage them to think and talk. She helps younger children to learn new words, such as when they sing songs and look at books.
- Children develop a love of books and enjoy having stories read to them. They listen well and are keen to join in. Children visit the library each week to choose new books to support their literacy and interests further.
- Children develop the skills they need to support their future learning and transition to school. They learn to complete tasks for themselves, to manage their self-care and to express themselves. Children develop an interest and motivation to learn and explore most of the time. However, on occasions, some

children's choices and exploration are not encouraged, for example when they want to combine different colours of dough in creative play or want to leave an activity. At these times, the children lose interest.

- The childminder provides regular opportunities for children to develop physical skills and to support their good health. Children go for weekly gymnastics sessions and play in the garden. They join in 'crazy dancing' with music and movement very enthusiastically, listening to instructions to move in different ways and to make animal sounds.
- The childminder identifies and completes training to support her professional development and children's progress. For example, she undertakes training to support any additional needs children have and to nurture their emotional well-being.
- The childminder values working partnerships with parents, who report very positive views of the childminder's provision. They share that the childminder has a strong focus on children learning about kindness, sharing and cooperation, and that she ensures that learning is fun. She provides a safe and loving environment in which children can learn about the world and enjoy themselves.
- The childminder maintains secure play areas for children. She understands the risks to children and procedures to follow in the event of any concerns about a child's welfare. She keeps up to date with training and understanding any local issues that might be a risk to children.

Safeguarding

The arrangements for safeguarding are 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 further improve the quality of the early years provision, the provider should:

- develop the use of activities to include the youngest children as effectively as possible to ensure that they benefit from all the learning opportunities
- provide all children with encouragement to make their own choices to support their creativity and learning further.

Setting details

Unique reference number	2508673
Local authority	Dorset
Inspection number	10370013
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 5
Total number of places	9
Number of children on roll	14
Date of previous inspection	8 June 2021

Information about this early years setting

The childminder registered in 2018. She lives in Motcombe, near Shaftesbury, Dorset and works with an assistant. The childminder offers care from 7.30am to 6pm, Monday to Friday. She offers government funded places. She holds a relevant qualification at level 3.

Information about this inspection

Inspector

Bridget Copson

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder discussed how she organises her early years provision and talked to the inspector about the curriculum and what she intends children to learn.
- The inspector observed activities and the quality of the childminder's interactions with the children.
- The inspector sampled the documentation.
- The inspector took account of parents' views.

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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