

Childminder report

Inspection date: 9 November 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are interested and motivated to learn. They benefit from the childminder's well-planned curriculum to help them make good progress. Children enjoy exciting activities to help broaden their experiences and to support their interests. For example, they go for regular outings, such as walks where they collect autumn leaves and learn about colour, the environment and seasonal changes.

Children are happy and settled in the childminder's care. They move around confidently in the safe environment. They choose activities that capture their interest, and they engage well in their play. Babies take comfort from the childminder and her assistants, who they form warm and trusting relationships with. Children behave well. The childminder has high expectations of children's behaviour. She and her assistants patiently help children to learn how to play kindly with others, share and develop good manners.

The childminder has made changes to her practice to help keep children and families safe throughout the COVID-19 pandemic. For example, she restricts parents and visitors from entering her home and ensures that all areas of the provision are kept clean and disinfected.

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

- The childminder uses her good teaching skills and the activities to build on children's learning and to challenge them. For example, she encourages children to solve problems in their constructional play, and she prompts older children to count to higher numbers. This helps to develop their problem-solving and mathematical skills.
- The childminder is clear about what she intends children to learn next. She plans activities which are linked to children's personal interests, to help them to achieve in these areas. However, she does not provide her assistants with clear information about every child's next steps for learning, to enable them to support children's development even further.
- Children enjoy many activities to develop their creativity and imaginations, such as making up games in pretend shops and cafes. The childminder and her assistants join in their play with enthusiasm, to build on and encourage their ideas. For example, they bring toy ice-cream cones and a toy cash register outside when children become absorbed in making pretend ice creams with sand. This encourages children to then set up an ice-cream shop to further their imaginations.
- The childminder and her assistants support children's communication and language skills effectively. They instigate many discussions with older children to encourage them to express themselves. The childminder introduces new words

to build on their vocabulary. For example, she shows children how rice stuck into dough feels 'prickly' when they make hedgehog models.

- Children develop skills to help to prepare them for starting school. They learn good social skills and how to manage their feelings, and they are keen to learn. However, the childminder and her assistants miss some opportunities to encourage older children to manage more tasks for themselves, to develop their independence further. For example, they do not encourage children to put on their shoes for outdoor play or to serve themselves at snack time.
- The childminder works well with parents and external professionals to support children's additional needs consistently. This includes providing additional equipment and communication systems to support their development and well-being.
- The childminder monitors the quality of her assistants' interactions with children appropriately. She provides support to help them to develop their skills.
- Partnerships with parents are good. The childminder keeps parents informed closely of their children's well-being and progress from day to day. For instance, she provides lots of photos while parents are not coming into the setting, to show their children's activities and achievements.
- The childminder evaluates the quality of her provision to make ongoing improvements. She is currently developing the curriculum to provide activities to teach children about good oral hygiene. For example, she plans to introduce books, laminated pictures and resources in their pretend play so that children understand the importance of brushing their teeth.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that her assistants understand the policies and procedures to meet children's needs and keep them safe. She has a good understanding of her safeguarding role and responsibilities and keeps up to date with new guidance. She understands the risks to children and the procedures to follow in the event of a concern about a child's welfare and safety. The childminder maintains safe and secure premises for children and works well with her assistants to supervise children closely.

What does the setting need to do to improve?

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

- provide assistants with more detailed information about every child's next steps in learning, to enable them to support children's development consistently well
- develop more opportunities for older children to learn to manage tasks for themselves, to develop their independence even further.

Setting details

Unique reference number	2513697
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10204356
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 4
Total number of places	10
Number of children on roll	21
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Bournemouth, Dorset. She operates all year round from 7.30am to 5.30pm, Monday to Friday. The childminder regularly works with two assistants. She provides funded early education for two- and three-year-old children. The childminder holds a relevant qualification at level 3.

Information about this inspection

Inspector
Bridget Copson

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 childminder and has taken that into account in their evaluation of the setting.
- The childminder and the inspector had a learning walk together for the childminder to explain how she uses activities to meet children's needs and deliver the curriculum.
- The inspector observed activities and the quality of the childminder's and her assistants' interactions with the children. She discussed the effectiveness of an activity with the childminder.
- The inspector sampled the childminder's documentation and discussed her knowledge of the requirements of the early years foundation stage.
- The inspector discussed how the childminder takes 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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