

Childminder report

Inspection date: 10 August 2022

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 secure and feel safe. They are confident to communicate and share their interests. The childminder develops warm and caring relationships, which supports children to flourish in this setting. As a result, babies learn to explore their environment confidently, checking back in regularly for support. The childminder is extremely patient and attentive in response to babies' verbal and non-verbal cues. Children's care routines are utilised as an opportunity to develop communication and language. For example, the childminder encourages babies and young children to talk and sing during nappy changing times. They babble with excitement and playfully respond, using gestures to familiar nursery rhymes.

Parents feel confident about the care, learning and stimulation their children receive. Parents report that they value and trust the setting, which has excellent communication. Children benefit from the strong partnerships the childminder builds. For example, parents comment on the skills that children remember since arriving here. They feel well informed to be able to extend children's learning experiences at home, with the guidance from their childminder. The childminder works with a local network of childminders to develop her own practice and stay up to date with key information. The reflective practice enables the childminder to evaluate the setting well.

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

- Children make good progress in their personal, social and emotional development through experiences where they can develop their skills in making relationships with larger groups of children. For example, the childminder takes children to local groups and trips to the park.
- Children are captivated by stories that they hear. They turn pages and point to books with interest. The childminder skilfully builds on children's vocabulary and promotes their development in literacy. For example, children ask questions about the story and think about how the characters might be feeling.
- The childminder carefully constructs her environment to maximise learning and play opportunities. For example, children have a variety of resources and surfaces to explore early mark making. The opportunities are well planned to motivate children to learn and explore.
- Children behave extremely well. They take turns, and follow routines and the childminder's clear expectations. During role play, children support each other to make cakes and cook dinner. They share pots, pans and utensils for stirring. They listen to each other and respond positively and respectfully to each other's requests for taking turns.
- Children learn to grow in independence to manage their own care and hygiene routines. For example, there is a hygiene station with a mirror where children

learn to wipe their own nose and wash their face.

- Children receive thoughtful learning experiences to support their development. For example, the childminder plans opportunities through routine to develop children's mathematical skills. At snack time, children are encouraged to solve problems by counting out the correct number of plates for the number of children sitting at the table.
- The childminder has a clear understanding of what she intends children to learn and experience. She successfully extends babies and younger children's learning. However, at times, she does not always extend the learning for the older children as well, to help them consistently build on what they already know.

Safeguarding

The arrangements for safeguarding are effective.

The provider regularly participates in safeguarding training to keep their knowledge and practice up to date. As a result, the childminder can identify when children are at risk of harm and fully understands her responsibility for reporting any concerns and following them up. The childminder works in partnership with her co-childminder and has a full understanding of her role when managing the safety of the setting. Children have a key role in managing their own risks. For example, they discuss allergies and how to manage them. The childminder has a clear understanding of safe sleep routines and has effective systems in place when monitoring sleeping babies and children.

What does the setting need to do to improve?

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

- provide more targeted challenge for older children to help them consistently build on what they already know.

Setting details

Unique reference number	2525042
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10208240
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 5
Total number of places	12
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Poole, Dorset. She works with another childminder at the same address. The childminder offers care from 7.30am to 5.30pm, Tuesday to Friday. The childminder has a level 2 qualification in childcare and education. She provides early years funded places for children aged two, three and four years.

Information about this inspection

Inspector
Rebecca Lihou

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 provider.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector carried out a joint observation with the childminder.
- The childminder provided the inspector with a sample of key documentation on request.

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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