

Childminder report

Inspection date: 12 October 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 happy and settled in the childminder's care. They develop trusting relationships with her and lovingly cuddle her when they need comfort. Children move around freely and safely, choosing activities for themselves, many of which support the Montessori learning philosophy. They engage well in one-to-one and small-group play in which they demonstrate their motivation to learn. Most children behave well and learn good manners from the childminder and her assistant, such as saying 'thank you' without prompting.

Children learn new words to build their vocabulary and to help them understand the world. For example, children learn the names of animals and where they live, such as in the air, in water or on land. The childminder and her assistant ask children questions to test their understanding of what words mean. On occasions, however, when the room becomes noisy, the voices of some quieter children are not heard by the childminder or her assistant. This does not help to encourage their communication skills even further. The childminder provides challenges for the children to encourage their development and problem-solving skills, such as completing puzzles and jigsaws.

The childminder has adapted her practice to keep children and families safe throughout the COVID-19 pandemic. For example, parents now drop off and collect children from the doorstep to reduce the risk of cross-infection.

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

- The childminder monitors and assesses children's learning effectively. She and her assistant are clear what they intend children to learn next. They support children's next stage of learning in children's chosen activities to help them make good progress and enjoy their learning.
- The childminder and her assistant use good teaching skills to build further on what children know and can do. For example, they count with children to support their mathematical development. As children progress, they provide greater challenges, such as addition and subtraction activities to increase their understanding of calculation and quantity.
- Children develop healthy lifestyles. They enjoy regular outdoor play and physical activities, and learn how to manage their own personal hygiene, such as how to clean their noses and washing their hands.
- The childminder provides interesting outdoor learning opportunities for children in her garden. For example, children explore the texture of cooked pasta and water, and use utensils and containers to create their own ideas. The childminder includes one-handed tools to encourage children's mark-making and fine motor skills in outdoor play, such as pipettes, spray bottles and chalks to

draw with.

- The childminder helps prepare children for their move to school. For instance, children use Montessori-based activities to develop practical life skills and independence. They tidy away their activities themselves and learn how to put on their coats. This helps to develop their confidence and self-esteem.
- Children learn about diversity in the world. They explore one another's cultures and beliefs, learn about world festivals and go for outings in the local community.
- The childminder and her assistant provide good role models for children and manage their behaviour consistently. However, on occasions in some large-group activities, some children lose concentration when the childminder or assistant attend to a child's challenging behaviour. This distracts some of the other children's learning.
- Partnerships with parents are good. The childminder keeps parents informed of their child's activities and development throughout the week and encourages them to get involved. For example, she takes children to the library to choose and borrow books to take home and read with their family, in order to develop their literacy.
- Parents provide positive feedback regarding the childminder's provision. They state they are happy with the progress their children make and how much their children enjoy attending.
- The childminder has recently employed an assistant. She has provided an induction for her to ensure she understands the policies and procedures and can meet children's needs consistently.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a good understanding of their roles and responsibilities to safeguard children's welfare. They keep up to date with new guidance and understand the wider safeguarding risks to children and the correct procedures to follow in the event of a concern about a child's welfare. The childminder ensures her home and garden are safe and secure for children. She supervises children closely and does not allow adults to have any unsupervised contact with them until all vetting checks have been processed.

What does the setting need to do to improve?

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

- improve the organisation of the environment to enable the voices of quieter children to be heard, in order to support their communication skills even further
- develop the organisation of larger group activities to ensure the management of children's behaviour does not impact on other children's concentration.

Setting details

Unique reference number	2526263
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10204355
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	2 to 4
Total number of places	6
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Bournemouth, Dorset. She works with an assistant. The childminder offers care from 8am to 6pm, Monday to Friday. She receives funding to provide free early education for children aged two years. The childminder holds a Montessori level 3 qualification and follows the Montessori teaching philosophy.

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 completed a learning walk around her home and explained how used this to meet children's needs and deliver the curriculum.
- The inspector observed activities and the quality of the childminder and her assistant's interactions with the children.
- The inspector sampled the childminder's documentation and discussed her knowledge of the requirements of the early years foundation stage.
- 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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