

Childminder report

Inspection date: 1 July 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 have warm and loving relationships with the childminder. They seek and enjoy cuddles with her throughout the day. The childminder has thoughtfully arranged her spaces to meet children's needs and celebrate their achievements. Children see their paintings and artwork on display. They feel safe and secure in the childminder's home. Children play very well together. They take turns and share resources. Children know the routines and rules of the setting. The childminder gives children step-by-step instructions to ensure that they clearly understand what they are being asked to do. Children listen carefully and follow the childminder's requests. For example, they help to put their toys away before it is time to have lunch.

The childminder has high expectations for every child. Following the COVID-19 pandemic, she has adapted her curriculum to ensure that children have more opportunities to learn nursery rhymes and develop social skills. Children choose the songs they want to sing, using brightly painted wooden spoons. The childminder models the finger movements for children to copy. Children join in with the actions and know the rhythms. They smile at visitors, share their learning and try to engage them in their play.

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

- Overall, the childminder models language very well. She commentates as children play and uses their experiences to introduce interesting vocabulary, such as 'reverse', as they move backwards on a balance bicycle. Children repeat and use the new words they hear.
- The childminder provides exciting resources for children, who make choices about what they want to play with. She works cooperatively with them to extend their play, for example by filling and carrying a bucket for the water tray. Children develop a sense of responsibility for their learning environment.
- The childminder has chosen a range of high-quality books to share with children, including stories about people and families different to their own. She reads to children, using different tones and facial expressions. She asks children questions and encourages them to engage in the story. Children pay close attention and touch the different textures in the illustrations. They make comments and share their own ideas.
- Children enjoy developing their physical skills in the garden. Crawling children use tables to pull themselves upright in preparation for walking. Older children jump and start to climb, using the steps on the slide.
- The childminder works in partnership with parents to support children's learning and development. Parents speak positively about the way the childminder communicates with them. The childminder talks to children about the

importance of eating healthy foods. However, she does not work as well as she could with parents to ensure that the contents of lunch boxes help children to learn more about healthy food choices.

- The childminder extends children's mathematical understanding throughout the day. Children count with the childminder as they put on their clothes. They excitedly name simple shapes, such as a circle, in the everyday objects they find.
- The childminder knows the children very well and accurately assesses their level of development. The childminder plans activities to help children to overcome their fears, such as learning about insects. Children build on their knowledge and skills over time and make good progress from their starting points.
- The childminder helps children to develop self-care and independence skills. For example, before nappy changing, children fetch the changing mat. Children try to put their shoes on before going outside. The childminder sensitively supports them, which enables children to complete the task by themselves. Children show a sense of pride when they succeed.
- The childminder reflects on her practice to enhance the quality of her curriculum. She has adapted the range of resources to ensure that it reflects children's interests and supports the skills they need to develop. However, following her maternity leave, the childminder has not updated her knowledge to enhance her teaching and further support children to develop the skills they need in readiness for school.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is vigilant and persistent with regard to the safeguarding and welfare of the children in her care. She has attended training to ensure that her child protection knowledge is up to date. The childminder is confident in recognising the signs that may indicate a child is at risk of harm, and she is clear on the processes to follow if she has any concerns. The childminder is very well organised and ensures that her policies can be understood by parents. The childminder maintains safe and secure premises for the children. She uses risk assessments effectively to identify and minimise hazards appropriately.

What does the setting need to do to improve?

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

- extend partnership working with parents to help children to learn further about healthy lifestyles and to promote their understanding of healthy food choices
- develop understanding of the curriculum to enhance the quality of teaching and further support children to develop the skills they need to be ready for school.

Setting details

Unique reference number	2533378
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10215150
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	4
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 8am to 6pm, Monday to Friday. The childminder provides funded early education for two-year-old children.

Information about this inspection

Inspector
Nicki Bland

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 showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The childminder spoke to the inspector about her intentions for children's learning.
- Parents shared their views of the setting in writing with the inspector.
- 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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