

Childminder report

Inspection date: 11 January 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

The childminder provides a welcoming and interesting play space for children. Changes to the learning environment enable children to self-select toys and resources easily. Children enjoy fun and stimulating activities. The childminder engages them well with her enthusiastic and animated approach, particularly during action songs and rhymes.

Children settle quickly under the childminder's gentle and attentive care. The childminder has high expectations for children to achieve. She provides a balanced curriculum that successfully covers the seven areas of learning, with a strong focus on children developing secure personal, social and emotional skills. Children are happy and safe. They respond positively to the childminder's reminders to be kind and considerate to others.

The childminder plans interesting activities around monthly themes that successfully capture children's interest. She has a wide range of resources to support her well-thought-out plans. During activities, the childminder supports the older children well to hear new words and use them in context.

The childminder works well to engage and to involve parents in their children's learning. Her effective communication means parents are well informed about the range of activities she provides and the progress their children make.

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

- The childminder supports all children well to show respect and kindness to others. She teaches them good manners and how to share. Her gentle reminders and actions mean that from a young age, children learn the impact of their kindness on others, for example, when they share toys and help to tidy up. The childminder promotes children's awareness of diversity and the wider world they live in well. Her planned activities and resources cover a wide range of cultural differences, lifestyles and abilities. Children play well and learn to enjoy the company of others.
- The childminder meets the younger children's needs well. She knows their routines and incorporates these seamlessly during the day with care and consideration. Children snuggle into her for cuddles and respond positively to having their nappies changed. Younger children move around the play space confidently and independently. They happily babble to themselves under the childminder's close supervision. The childminder meets children's individual needs well. She communicates well with parents to ensure she can respect and follow any particular needs to keep children safe and healthy.
- The childminder makes good use of training and self-evaluation to improve her

teaching and practices. She evaluates weekly activities and routines to help her make changes. The change of rooms for children has allowed her to provide more space and free access to a wider range of resources. Training has focused the childminder's attention on the vocabulary she uses during children's play. Effective self-evaluation focuses the childminder well on making improvements that benefit the children attending.

- The childminder promotes older children's communication and language successfully. She introduces new vocabulary well during her interactions. For example, she questions the children about what they see when playing with the 'pirate's treasure'. For example, they learn to differentiate between gold and silver, large and small, and heavy and light. During group music and movement activities, older children learn to put actions to words, such as 'digging for treasure' and 'scrubbing the deck'. Children enjoy books in line with the pirate theme. They describe what they see in the pictures and repeat familiar rhyming words at the end of sentences.
- The childminder introduces older children well to numbers, counting and simple mathematics through interesting and meaningful activities, such as songs and rhymes. For example, the use of hand puppets helps children to understand the value of numbers and what the number three looks like.
- The childminder supports younger children to babble and to take their first steps. She provides gentle one-to-one support to encourage their exploration of resources and toys. However, she does not always engage them as well as she could alongside activities that involve the mixed ages, so they benefit as much as the older ones from her positive teaching and interactions.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is clear about safeguarding procedures and when to initiate them should she have a concern about a child in her care. She confidently recognises signs of abuse and wider safeguarding matters. The childminder updates her safeguarding knowledge and understanding regularly. She provides a safe environment and supervises children closely. The childminder has a clear policy for safeguarding that she shares with parents, so they are clear about her responsibility to protect children from harm.

What does the setting need to do to improve?

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

- focus teaching and activities more closely on what the younger children need to learn next, to extend their rate of progress even further.

Setting details

Unique reference number	2543503
Local authority	Dorset
Inspection number	10215443
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 2
Total number of places	6
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Wyke Regis, in Weymouth, Dorset. She operates all year round from 7.30am to 5pm, Monday to Thursday. She is available to provide overnight care. The childminder provides funded early education for two-, three- and four-year-old children. The childminder has a level 6 childcare qualification.

Information about this inspection

Inspector

Janet Armstrong

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the provider.
- The inspector observed the quality of education being provided indoors and assessed the impact that this was having on children's learning.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector through written letters.
- The inspector sampled a range of key documents that the childminder uses to support her in meeting the early years foundation stage requirements.
- The inspector talked with the childminder about how she supports children's health and safety.

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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