

Childminder report

Inspection date: 28 April 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 happy, content, and show that they feel safe and secure in the childminder's care. Children behave well and are helpful and considerate towards others. For example, older children assist younger children to get their drink bottles. The childminder helps children understand to share and take turns as they play. As a result, children happily share their play dough with their friends.

Children enjoy learning and confidently explore the easily accessible resources, indoors and outdoors. They have great fun as they excitedly mix the various materials, such as tea leaves, flowers and water to create their pretend drinks. Children develop their fine-motor skills well. They show good control as they use various tools to stir, pour and transfer the water. The childminder introduces some number, shape and size into the activity to effectively support children's understanding of mathematics.

The childminder had a period of closure during the COVID-19 pandemic. She continued to communicate with children and parents during this time. When children returned to her setting, she identified that some children required help to socialise with others. The childminder organised specific activities and offered extra sessions on a weekend, to help build children's confidence.

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

- The childminder understands what she wants children to learn. She effectively follows and builds on each child's interests to help them make progress from their starting points. The childminder uses her observations of the children to help her plan for children's next steps. Children make good progress in their learning and development.
- Children enthusiastically share a book with the childminder. They listen intently to the story and join in with familiar words and sentences. The childminder asks children questions about the story to successfully develop their thinking and concentration skills.
- The childminder provides children with a good variety of indoor and outdoor learning experiences. Children show curiosity as they independently explore and investigate the different activities. The children enjoy song and rhyme sessions, with most children keen to join in and follow the actions. Occasionally, the adults do not give enough consideration to ensure all children are actively involved in the activity.
- Children learn how to keep themselves healthy. For example, they know the importance of washing their hands regularly to reduce the spread of germs. They enjoy healthy snacks and lunches, and show good levels of independence as they serve their own food. Children take part in a wide range of outdoor play

experiences which means they get regular fresh air and exercise.

- The childminder has established good relationships with parents, which enables children to settle well. She provides them with plenty of information about their children's experiences and routines. Since the COVID-19 pandemic, the childminder explains that she shares more information with parents electronically. Parents' feedback is complimentary about the childminder's provision. For example, they comment how their children are, 'gaining more and more confidence'.
- Children show confidence in using language. The childminder constantly introduces children to new words during activities, such as 'glittery' and 'sparkly' water. The childminder and her assistants get actively involved in the children's play, and children happily chat with the adults as they play. However, on occasions, adult interactions lack the challenge to fully support and extend each child's learning.
- The childminder links closely with other settings that children attend. This enables her to gather detailed information about each child's progress and next steps, which helps her provide consistency for children's future learning.
- The childminder continually reflects on her provision to help her evaluate the strengths and areas for improvement. For example, she changed the layout of the resources so children could make more independent choices about their play activities. The childminder seeks additional opportunities to further her knowledge, to help her improve the quality of her provision. She has effective systems in place to monitor her assistants, and offers guidance and support to help them develop their practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder refreshes her knowledge of safeguarding regularly to keep herself up to date of changes, for example, through completing ongoing training. She makes sure her assistants are clear of their responsibilities and their safeguarding knowledge is kept up to date. The childminder has a good understanding of signs which might indicate that children are at risk of harm, and is clear what to do if she has any concerns about a child. The childminder continually risk assesses her premises so she can help children to stay safe when in her home.

What does the setting need to do to improve?

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

- review organisation of group activities, such as song and rhyme sessions, to make sure that younger children can participate fully
- strengthen the consistency of adult interactions with children to fully support and extend each child's learning.

Setting details

Unique reference number	2548980
Local authority	Dorset
Inspection number	10221535
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	1 to 4
Total number of places	4
Number of children on roll	11
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives in Shaftesbury, Dorset. The childminder is available to care for children Monday to Friday, from 7am until 6pm, all year round. The childminder works with two assistants. The childminder holds an appropriate childcare qualification at level 6, and one of her assistants holds a childcare qualification at level 3.

Information about this inspection

Inspector

Dinah Round

Inspection activities

- This was the first routine inspection the setting 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 her evaluation of the childminder's setting.
- The childminder explained how her early years provision is organised. The inspector completed a learning walk with the childminder to discuss how she supports the children's learning and development.
- The inspector spoke to the childminder's assistants as part of the inspection.
- A range of documentation was reviewed, including suitability checks and paediatric first-aid qualifications.
- Children spoke to the inspector during the inspection.
- The inspector took account of parents' views about the childminder's setting.

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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