

Childminder report

Inspection date: 25 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 and settled in this home-from-home environment. They smile as they see the childminder and confidently wave goodbye to their parents at the door. Children, including very new children, show that they feel safe and build secure relationships with the childminder and her assistants. The childminder has high expectations of all children. She encourages children from a young age to develop their independence. For example, she teaches children how to put on their shoes and encourages them to feed themselves.

Children demonstrate a positive attitude to learning. For example, they show good levels of concentration and persistence as they scoop soil into plant pots. This helps to develop their hand-eye coordination. The childminder and her assistants engage enthusiastically with children as they play alongside them. They encourage children to count the seeds and introduce mathematical language, such as 'more' and 'less'. This supports children's mathematical skills successfully. The childminder and her assistants are positive role models. They respond to children with kindness, warmth and lots of cuddles. Children behave well. They build strong friendships with the other children who attend and play cooperatively together. The childminder and her assistants offer children plenty of praise and reassurance. This helps to build children's confidence and self-esteem.

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

- The childminder has an ambitious curriculum. She has a clear understanding of what children need to learn and shares this with her assistants. The childminder has an in-depth knowledge of each child and accurately assesses their level of development. She uses this information to provide interesting and challenging activities that capture children's interests. Children build on their knowledge and skills over time and make good progress from their starting points.
- The childminder and her assistants support children's communication and language development skilfully. They read stories, using good intonation, and sing plenty of songs with children. Staff introduce new vocabulary and model the correct pronunciation of words. The childminder takes children to visit the local library, where children choose favourite books to borrow. Children become confident communicators.
- The childminder develops strong partnerships with parents. When children start, she gathers a range of information to develop an understanding of children's individual care needs and stage of development. The childminder shares information about children's development and their next steps with parents, including what parents can do at home to support their children's learning. Parents comment positively on the outings the children go on and the progress their children have made.

- The childminder offers a range of nutritious snacks, which supports children's good health. She helps children to learn about the importance of brushing their teeth. For instance, the childminder explains how to brush teeth correctly and how much toothpaste to use. Children listen carefully and take great delight in using toothbrushes and foam to clean a set of 'giant's teeth'. This supports their oral health successfully.
- The childminder is dedicated to improving her practice and regularly seeks feedback from parents. She adapts her provision to match the emerging needs and interests of children. For example, she has created an interactive water wall to further develop children's creativity and imagination. The childminder attends webinars and keeps her mandatory training up to date. She monitors her assistants' practice competently through supervision meetings and encourages them to attend training to build on their teaching skills even more.
- The childminder uses the daily routine and everyday tasks to help children practise their self-care skills and increase their knowledge. She ensures children receive the attention they need to learn how to wipe their noses correctly. Toddlers begin to use the toilet, and the childminder and her assistants show them how to wash their hands thoroughly.
- Overall, the childminder supports children's physical development well. Children have great fun being active outside in the fresh air. They learn to walk, jump and run on the grass. However, resources sometimes clutter the main play area floor inside for extended periods. This means toddlers are not always able to practise their walking skills successfully indoors.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to protect children. She is clear about the procedures to follow if she has any concerns about a child's welfare. The childminder attends relevant training to keep up to date with wider safeguarding issues, such as child radicalisation. She ensures that her assistants receive regular training in safeguarding and child protection. The childminder and her assistants understand the procedures to follow should an allegation be made about any adults working with children. Children play in a secure and safe environment. They practise emergency evacuation procedures regularly with the childminder. This helps children to know how to respond in a real emergency and helps keep them safe.

What does the setting need to do to improve?

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

- consider the organisation of indoor resources, with particular regard to the floor area, so that toddlers can practise their walking skills more effectively.

Setting details

Unique reference number	2550669
Local authority	Dorset
Inspection number	10232035
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 5
Total number of places	12
Number of children on roll	19
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives in Piddle Valley, Dorset. The childminder offers care from 8am to 6pm, Monday to Friday. Her setting is open all year round, except for two weeks at Christmas, Easter and in the summer. The childminder works with assistants. She holds a qualification at level 3. The childminder receives funding to provide free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Petra Morgan

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 her evaluation of the setting.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector carried out a joint observation of a group activity with the childminder.
- The inspector observed the quality of education being provided and assessed the impact this was having on children's learning.
- The inspector took account of the written and verbal views of parents.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of assistants working with the childminder.

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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