

Childminder report

Inspection date: 5 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

The childminder offers a welcoming and homely environment where children feel happy, safe and secure. Children have a positive approach towards learning. They have good bonds with the childminder, who is kind and caring. Children receive good levels of attention from her and, overall, she supports their learning well during their play. They enjoy the learning experiences that support them to master what they need to learn next.

Children investigate musical instruments and have fun singing favourite songs and rhymes. Older children remember the words and actions. Children listen to instructions well, for example as the childminder explains when to start and stop playing their instruments. Children benefit from the childminder's high expectations for their learning and behaviour. As a result, they engage well in the learning experiences and behave well.

In response to the COVID-19 pandemic, the childminder has provided more opportunities for children to learn outdoors. This has helped to reduce the spread of infection and allowed children to play and develop sociably with other children safely.

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

- The childminder knows the children in her care well and can confidently talk about their capabilities. She plans a wide range of age-appropriate activities to support and prepare them for their next stage in learning. Overall, teaching is good. However, at times, the childminder does not make the most of spontaneous play to fully challenge children's learning to the very highest level. For instance, when children talk about birds, the childminder does not introduce the names of the different types and encourage children to think about the similarities and differences between birds.
- The childminder implements care routines that mirror those from home. She recognises when children are hungry or tired, and responds well to their individual needs. The childminder comforts toddlers as they are soothed to sleep.
- Children learn to develop healthy habits. For example, the childminder reminds them to wash their hands regularly. She demonstrates to children how to wipe their noses and dispose of tissues safely. The childminder supervises children well as they all sit together to eat their packed lunch. This is a time for socialisation and for the children to learn together about the benefits of healthy eating and good hygiene procedures.
- The childminder places a strong focus on supporting children's personal development. As a result, children demonstrate exceptional social behaviours as

they take turns, listen carefully to each other and demonstrate care towards each other in their play.

- The childminder establishes effective partnerships, overall. She maintains good links with other early years practitioners and local advisers to help share ideas and keep up to date with current developments. However, information shared with parents and teaching staff at other settings that children attend is less effective, to maintain a consistent approach to supporting children's learning.
- Parents speak highly of the childminder and comment on her home-from-home provision. They say that she is welcoming and that they have strong partnerships with the childminder and her co-childminder.
- The childminder and her co-childminder work as a cohesive unit. They recognise one another's strengths and utilise these effectively. As a result, the service that they provide runs smoothly. They regularly discuss children's progress and make suggestions on how they can support children's next steps. The childminder and her co-childminder evaluate their provision effectively. They identify the strengths of their provision accurately, along with aspects they would like to improve.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of child protection. She understands her role in helping to keep children safe from harm, and attends regular safeguarding training to keep up to date with changes in legislation. The childminder has relevant procedures in place should she need to report any concerns about children's welfare. She completes daily checks of the environment to ensure that it is suitable for children to use. The childminder teaches children about the importance of safety. For instance, children learn to stop, look and listen before crossing the road.

What does the setting need to do to improve?

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

- enhance teaching skills to offer children further challenge and deeper explanations, to extend their learning to the highest level
- strengthen the good partnerships with parents and other settings children attend, to further support, complement and extend the children's learning outside of the setting.

Setting details

Unique reference number	2551717
Local authority	Dorset
Inspection number	10221585
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 8
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 Wimborne, Dorset. She offers care Tuesday to Friday, from 8am until 6pm, with the exception of family holidays and Good Friday. The childminder works alongside another registered childminder. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Rachel Cornish

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 areas of her home that children access. They discussed how the childminder organises her setting and plans the curriculum and experiences for children.
- The inspector observed the childminder interacting with children. She considered the impact of these interactions on children's learning and development.
- The inspector spoke to a parent during the inspection and took account of their views.
- Children spoke to the inspector about what they enjoy doing at the childminder's house.
- The childminder showed the inspector a range of documentation, including evidence of suitability checks for adults living in the home, and her first-aid certificate.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022