

Childminder report

Inspection date: 12 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 are content and settled in the childminder's care. They thoroughly enjoy looking through and talking about family photographs from their 'happy box.' This helps children feel safe and secure. Children develop warm, close relationships with the childminder and her co-childminder. The childminder is attentive to children's individual needs and provides regular cuddles and reassurance. This supports their emotional well-being effectively.

The childminder provides activities that are designed to spark children's interest. For example, children are fascinated and watch intently as the childminder places a jar over a lit candle in water. They remind each other to be careful and say 'don't touch the flame'. The childminder gives children lots of praise and encouragement. This boosts their self-esteem successfully. Children clap their hands with excitement as the candle goes out and they see bubbles in the rising water. They are confident and keen to communicate in both English and Spanish. The childminder places a strong emphasis on reminding children of the importance of sharing and being kind. Children listen to the childminder carefully and take turns to lift the jar. They behave well and are respectful to one another as the childminder models the behaviour she expects.

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

- The childminder plans a purposeful and interesting curriculum where children build on their existing skills. The childminder and co-childminder work well as a team and have an in-depth knowledge of each child. All children, including those who speak English as an additional language, demonstrate a positive attitude to learning and make good progress in relation to their starting points.
- Children thoroughly enjoy being active outside in the fresh air. They giggle with delight as they chase each other. Children run and jump with confidence. They learn to throw, catch and kick balls. This supports their physical skills effectively.
- Children learn to respect the environment. For example, they enthusiastically pick up litter when on a walk under the close supervision of the childminder. Children develop their fine motor skills and show good levels of concentration as they squeeze water from a flannel and gently wash the leaves of a plant. Children help to tidy toys away when they have finished playing with them.
- The childminder provides strong support for children's developing communication skills. She talks to children as they play, introduces new words and models language well. This helps children to build the vocabulary they need to express their thoughts and ideas.
- Children develop a love of books as they sit with the childminder to read stories together. The childminder reads books with good intonation and uses repetition in both Spanish and English to familiarise children with key words. Children

confidently join in with familiar phrases. Younger children look intensely at the pictures on the page, and older children fully engage in discussions about what might happen next.

- The childminder successfully helps children to understand the importance of good health and hygiene. She uses books to teach children how to brush their teeth. Children wash their hands before eating and enjoy nutritious snacks. The childminder encourages children to be independent. Children put their own shoes on and wash their plates after mealtimes.
- Parents are happy with the care and learning their children receive. The childminder keeps them well informed about their children's achievements and how to support their children's learning at home. She works closely with parents to obtain relevant information when children first begin attending. However, she does not request enough detail about children's development to identify their starting points more precisely.
- The childminder is proactive in seeking feedback from parents about the service she offers. This, along with her own evaluations, helps her to identify and address areas for improvement. The childminder understands the importance of working in partnership with other settings children attend. However, she does not share information about children's achievements with schools to further support their continuity in learning and development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows and understands her responsibility to keep children safe. She undertakes regular safeguarding training and keeps her knowledge up to date. The childminder demonstrates a good knowledge and awareness of safeguarding concerns, such as protecting children from extremist views. She is clear about what to do if she has a concern about a child's welfare. The childminder takes steps to minimise any risks and carefully supervises children. She encourages children to keep themselves safe. For example, children learn about road safety and understand why they wear high-visibility jackets on outings.

What does the setting need to do to improve?

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

- extend the level of initial information obtained from parents, to include further detail of children's development, to better inform initial assessments and planning of activities
- strengthen the partnership with schools so that precise information about children's achievements is shared to support children's continuity of learning and development.

Setting details

Unique reference number	2556074
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10221637
Type of provision	Childminder
Registers	Early Years Register
Day care type	Childminder
Age range of children at time of inspection	1 to 4
Total number of places	6
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and works at her co-childminder's home in Winton, an area of Bournemouth, Dorset. The childminder operates Monday to Friday, from 9am to 5pm, all year round, except for bank holidays, one week in December and one week in August. The childminder holds a qualification at level 3 and follows the Montessori ethos. She 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 spoke to the inspector about her curriculum and what she wants children to learn.
- 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 views of parents.
- The inspector looked at relevant documentation, including the paediatric first-aid certificate and evidence of the suitability of adult household members.

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