

Childminder report

Inspection date: 13 December 2021

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Not applicable
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What is it like to attend this early years setting?

The provision is good

Children show they feel happy, safe and secure in the childminder's care. This kind and patient childminder creates a calm and purposeful play environment where children love to play and learn. Children have a close relationship with the childminder. They readily go to the childminder for cuddles and seek her support when they need help. Children move around freely and safely, choosing activities that capture their interest. They engage well in one-to-one and small-group play in which they demonstrate their motivation to learn.

Children enjoy investigating and exploring. For example, they explore the texture of sand, and use utensils and containers to transport it from one area to another. The childminder includes one-handed tools to encourage children's mark-making and fine motor skills, such as spray bottles and chalks to draw with.

Children behave well. The childminder has high expectations of children's behaviour. She patiently helps children to learn how to play kindly with others, share and develop good manners.

The childminder ensures that her practice helps to keep children and families safe throughout the COVID-19 pandemic. For instance, she restricts parents and visitors from entering her home and ensures that all areas of the provision are kept clean and disinfected.

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

- The childminder monitors and assesses children's learning effectively. She is clear about what she intends children to learn next and the good progress they have made while in her care. The childminder promotes all areas of learning through imaginative ways. For example, children talk about 'biggest', 'tallest' and 'shortest' as they play imaginatively with small play figures.
- Language and literacy feature highly in the childminder's curriculum planning. Children develop a love of books and rhyming words. They excitedly choose which song they would like to sing and join in with familiar nursery rhymes and actions. Children listen intently as the childminder reads stories to them. However, occasionally, the childminder does not make effective use of some opportunities to extend children's thinking skills further.
- The childminder knows children well. She uses the curriculum to ensure that children have frequent access to her garden and visit places of interest locally. For instance, she takes them to local parks, the beach and a sea life centre. This is particularly beneficial for those children who have limited access to outdoors at home.
- Children are well cared for. The childminder's care practices, such as nappy

changing, are hygienic and prevent the risk of cross-contamination. She works with parents to ensure that transitions through different stages of development, such as toilet training, are consistent with the approach taken at home. Children understand good hygiene routines and wash their hands after playing in the garden and before eating meals.

- The childminder promotes children's independence well in their daily self-care routines. She warmly encourages them, for example to do up the zips of their coats and to take their shoes off when coming back indoors. Children help to tidy up independently and always try to do things for themselves before asking for help.
- The childminder keeps parents informed of their child's activities and development throughout the week and encourages them to get involved. For instance, children enjoyed walks in the woods with their families and collected interesting natural items, such as pine cones, to bring back to the childminder. The childminder used this opportunity to support children to create collages using the items and to help them recall their walk.
- Parental feedback is positive and full of praise. Parents comment that they are 'pleased and delighted with the level of care' that the childminder provides. They appreciate that 'each and everyday children are treated to new experiences'.
- The childminder evaluates the quality of her provision to make ongoing improvements. She seeks the views of parents in identifying areas to develop. The childminder regularly attends training to keep her knowledge refreshed and updated. She has recently undertaken some research to help design the learning environment to encourage children's curiosity and interests.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibilities for safeguarding children. She knows the signs and symptoms that might indicate a child is at risk of harm. The childminder is clear about her reporting procedures and who to contact for advice. She knows how to correctly respond in a medical emergency. The childminder has undertaken training to keep her knowledge up to date and is aware of the wider child protection issues, including protecting children from extreme views. She ensures that the premises are secure at all times. The childminder identifies and minimises any potential hazards to children's safety.

What does the setting need to do to improve?

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

- develop more opportunities to extend children's thinking skills further, so that they can explore ideas and make links in their learning.

Setting details

Unique reference number	2563881
Local authority	Dorset
Inspection number	10216943
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 3
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 2020 and lives in Weymouth, Dorset. She holds an appropriate childcare qualification at level 3. The childminder is open Monday to Friday, from 7.30am to 5.30pm, all year round.

Information about this inspection

Inspector

Rachel Cornish

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 this into account in their evaluation of the provision.
- The childminder and the inspector completed a learning walk together to discuss how the childminder plans to teach the children.
- The inspector observed activities and the quality of the childminder's interactions with the children. She discussed the effectiveness of an activity with the childminder.
- Children chatted to the inspector about their play and activities.
- Parents provided their views to the inspector about the setting.
- The childminder shared a sample of documents with the inspector. This included evidence about training and the suitability of those living on the premises.
- Discussions were held with the childminder at convenient times during the inspection.

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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