

Childminder report

Inspection date: 7 June 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 respond very positively to the friendly childminder. They go easily to her for cuddles and are safe in her care. Children settle quickly to play and explore the toys with interest. They interact happily with other children and learn to share their toys. The childminder is keen to support children's development. She encourages their understanding of the world well through their play. For example, children enjoy listening to a favourite story about a caterpillar. They learn how caterpillars turn into butterflies. Children enjoy baking bread with the childminder and see how this rises and cooks. They develop an early understanding of concepts such as 'heavy and light' as they help to weigh out the ingredients they need to make some bread. Children begin to recognise colours and match the same colours together. For example, when playing a magnetic fishing game, children choose a red rod to 'catch' a red fish. They show delight when they 'hook' up the fish and proudly show this to the childminder. Children enjoy the songs the childminder sings to them and begin to follow the actions. They move their arms round and round or side to side to show the action of the wheels and wipers on a bus.

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

- The childminder continues to develop her knowledge and understanding and keeps up to date with changes in legislation for her childminding registration. She reflects on her practice and has established a well-organised, comfortable playroom for children where they can access toys independently during their play.
- The childminder encourages children's communication and language skills well. She supports children who speak English as an additional language effectively. For example, she speaks their home language to them and also reinforces this in English too. Children grow in confidence and begin to repeat new vocabulary, such as 'octopus' and 'dolphin'.
- Children enjoy learning about shape, size and space in their play. They concentrate well when fitting different toys into containers. However, at times, the childminder does not give full consideration to planning activities which are based on the ways that children prefer to learn as they play, such as their specific interest in enclosing or lining up toys, to encourage their learning even further.
- The childminder forms friendly relationships with parents. She keeps them well informed about their children's daily care and activities and provides information about the progress they make with her.
- The childminder helps children to learn about their local community. She takes them for walks to nearby parks and they celebrate festivals from their home cultures.
- Children enjoy mark-making activities, such as painting and drawing on an easel.

Older children start to form circle shapes. However, the childminder has not fully considered further opportunities to support and develop all aspects of children's physical abilities to help them to achieve better control when holding mark-making tools.

- The childminder promotes children's good behaviour well. She is a good role model and uses praise effectively to help boost children's self-esteem. Children understand the clear daily routines the childminder maintains and begin to help her to tidy up their toys. Children learn to be kind to others from a young age.
- Children develop a good understanding of numbers through their play. They listen intently to the childminder as she sings counting songs, such as about spacemen in a flying saucer. They begin to repeat words such as 'one', 'two' and 'three' as the childminder sings about the spacemen flying away and counts how many are left.

Safeguarding

The arrangements for safeguarding are effective.

The childminder shows an appropriate awareness of safeguarding issues and the procedures to follow if she has any concerns. She completes training to keep her knowledge up to date. The childminder carries out risk assessments and takes preventative steps to help minimise accidents. For example, the outdoor play area is enclosed and the back gate is secured. The childminder follows appropriate procedures to help keep children safe during the COVID-19 pandemic. She establishes clear daily routines of regular handwashing for children, and they have individual towels to help prevent the spread of infection.

What does the setting need to do to improve?

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

- continue to build on systems of planning to give more focus to activities that support children's individual ways of learning through their play
- provide more opportunities to help children to develop all aspects of their physical abilities and support their early writing skills even further.

Setting details

Unique reference number	2568142
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10237484
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	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Bournemouth, Dorset. She operates during term time from 7.30am to 5.30pm, Monday to Thursday. The childminder holds a childcare qualification at level 5.

Information about this inspection

Inspector

Mary Daniel

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 inspector and the childminder carried out a joint observation and discussed the quality of teaching.
- The inspector observed children's interactions in play and discussed their learning and development with the childminder.
- The inspector viewed a sample of documentation, including qualifications and first-aid certificates.
- The inspector had discussions with the childminder about her intentions for children's learning.

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