

Childminder report

Inspection date: 9 December 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 explore activities eagerly and practise acquired skills. For example, toddlers gain confidence as they climb up and down steps, practising their new skills with growing confidence. Older children are keen to draw pictures. The childminder encourages children to extend their drawings by showing them how to add more detail.

Children behave well. They listen and follow simple instructions. For instance, children help tidy up the toys between activities. Children understand clear boundaries and use good manners, such as saying 'please' and 'thank you'. The childminder and his assistants praise children for their efforts and achievements. Relationships reflect a positive and supportive culture. This is clearly demonstrated through children's positive attitudes to learning.

The childminder understands the impact of the COVID-19 pandemic and has identified where some children may have missed out on key learning skills. As a result, he has supported children to develop and make progress with their communication and language skills. For example, the childminder reads a selection of books to the children. He extends children's vocabulary by teaching new words and questions children effectively.

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

- The childminder has developed an ambitious curriculum, focusing on children developing the skills they need to prepare them for the next stage in their education. The childminder and his assistants plan activities competently to support children to meet their next steps. They identify clearly what they want children to learn. However, occasionally, when delivering activities, they do not implement all learning intentions to help build on children's knowledge.
- Children enjoy completing jigsaws alongside their friends. The assistants support children and give them encouragement to fit the pieces together. Children talk about the animals in the pictures and learn the difference between corner pieces and centre pieces.
- Children's independence skills are well developed. The childminder places a strong focus on supporting children to use the toilet independently. The assistants help children to understand how and why they need to wash their hands. This enables them to gain a good awareness of positive hygiene practices. Children use good coordination and control as they peel their bananas and oranges independently. When they finish eating, children carefully carry their cup and bowl over to the washing-up bowl.
- The childminder is attentive to the personal care needs of the children. He is patient and supportive of children's developing needs. The childminder is quick

to recognise when children may be tired or not feeling well, and he responds well to their individual requirements.

- Trusting partnerships have been formed between the childminder and parents. The childminder and his assistants share photos and discuss children's learning with parents on a regular basis, keeping them informed about their children's next steps. This ensures a consistency for children and helps parents to support their learning at home. Parents speak highly of the care the childminder provides and appreciate regular updates. They comment that this 'helps them to be part of their children's day.'
- The childminder and his assistants attend regular mandatory training to update their knowledge on paediatric first aid and safeguarding. He encourages his assistants to use additional training opportunities to further develop their knowledge and practice. For instance, assistants are supported to complete their level 3 qualifications while in the setting.
- The childminder reflects regularly on the care he offers. He seeks feedback from his assistants, parents and other professionals. The childminder uses this information to enhance his practice. For example, he has introduced sign language recently, to support children to become capable communicators.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of safeguarding. He knows who to go to for further advice and who to refer safeguarding concerns to. He has a list of phone numbers to refer to quickly, if needed. The childminder and his assistants have a good understanding of how to keep children safe. For instance, they check consistently the indoor and outdoor environment to make sure it is safe for children to attend. They deploy themselves well and ensure all children remain supervised throughout the day.

What does the setting need to do to improve?

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

- strengthen the delivery of activities to include planned learning intentions, to help children make the best possible progress.

Setting details

Unique reference number	2580353
Local authority	Dorset
Inspection number	10249099
Type of provision	Childminder
Registers	Early Years Register
Day care type	Childminder
Age range of children at time of inspection	0 to 2
Total number of places	9
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. He lives in Dorchester, Dorset. The setting is known as 'Bumblebees Childcare' and opens from 7.45am to 4.30pm, every Friday, during term time. The childminder works with several assistants. Of these, two hold appropriate childcare qualifications at level 3. The childminder offers funding to provide free early years education for children aged two and three years.

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 provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector considered the written views of parents provided on the day of the inspection.
- The childminder provided the inspector with a sample of key documentation on request.

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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