

Childminder report

Inspection date:

16 November 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are happy and settled in the care of the kind and nurturing childminder. They feel safe and secure because they have built positive relationships with the childminder and one another. The childminder provides a broad and interesting curriculum and is ambitious for every child to make good progress. She gets down to the children's level, playing alongside them, encouraging them to explore and igniting their curiosity successfully. For example, the childminder builds trains with the children from construction. She sits on the floor with them and encourages them to use their imagination as they talk about the train going to the farm and the animals they might see there.

The childminder is clear about what she wants children to learn and why. She encourages them to be independent, share and take turns. This builds on their confidence and helps them to develop good social skills. The childminder supports children well to show respect through positive role modelling. As a result, children play well with and alongside one another. Their behaviour is good.

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

- Children develop a love of books and stories. The childminder encourages the children to recognise numerals as she reads a story and points out items they see in the pictures. She introduces new words such as 'dragonfly' and names the parts of its body, such as the wings. This helps children to build on their vocabulary and extends their learning.
- The childminder targets the curriculum well to build on what children already know and can do. As a result, all children make good progress from their individual starting points and abilities. She focuses her support and activities successfully to ensure that children's knowledge continues to grow. For example, the childminder encourages the children to count the bricks as they build towers. She extends their learning as they try out ideas and problem solve to build a secure foundation to build the bricks on. Children count in other activities, such as when the childminder reads them a story or how many shapes they post into the holes of the shape sorter. However, the childminder does not provide many opportunities for children to identify and name shapes.
- The childminder uses the observation of the children well to assess their learning. She plans her curriculum around children's next steps and links these to children's interests to keep them interested and engaged. Children grow in confidence and independence as they make games up for themselves, such as den building and playing hide and seek.
- The childminder takes children out into the local community. They visit play-based children's groups to meet other children of similar age and develop their social skills. She provides a range of activities that are based on festivals and

offers children opportunities to develop their creative ideas. For example, they learn about Diwali, the festival of light, and decorate their hands as part of the celebrations. They learn about remembrance Sunday and make and colour poppies and talk about the soldiers. This supports children's understanding of the world.

- Children learn about the importance of living a healthy lifestyle. They engage in conversation with the childminder about healthy eating and are beginning to understand why good hygiene routines are important.
- Partnerships with parents are strong. The childminder provides regular updates to parents about their children's progress and keeps them well informed. Parents comment that their children have gained more confidence since attending and have become more independent. However, partnerships with other settings that children attend are not as effective.
- The childminder continues to develop her knowledge and skills. She regularly reflects on her practice to make improvements. For example, since the last inspection, she has completed courses that have helped her to increase her knowledge about child development. She has also focused more on her curriculum and how she implements this, which has helped her to build on her skills and develop her planning and assessment. She now places a strong focus on children's communication and language development by using different ideas, such as finger puppets, to support children in choosing and singing songs.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge and understanding of child protection and safeguarding matters. She understands the signs that may indicate a child is at risk of harm. She knows who to contact should she have a concern about a child in her care. The childminder supervises children appropriately and supports them well to understand how to play safely. She carries out thorough risk assessments on her home and garden and for any outings that she takes with the children to ensure that she provides a safe and suitable environment.

What does the setting need to do to improve?

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

- provide more opportunities and encourage children to recognise and name shapes
- develop further strategies to build partnerships with other settings children attend to ensure consistency in their care and learning.

Setting details

Unique reference number	2589617
Local authority	Dorset
Inspection number	10275804
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 9
Total number of places	6
Number of children on roll	6
Date of previous inspection	10 January 2023

Information about this early years setting

The childminder registered in 2020. She lives in Gillingham, Dorset. The childminder operates all year round, from 7.30am to 5pm, Monday to Thursday.

Information about this inspection

Inspector

Michelle Heimsoth

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder and the inspector discussed the childminder's curriculum and her intentions for children's learning.
- Parents shared their views of the setting through written feedback.
- The inspector sampled a range of documentation that the childminder uses to support her in meeting the requirements of the early years foundation stage.
- The inspector spoke with the childminder and the children 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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