

Childminder report

Inspection date: 8 March 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

The childminder is clear about what she wants children to gain from her curriculum. She focuses on children's personal, social and emotional development and their communication and language, recognising that gains in these aspects of learning will support children across their learning in other areas. Children have positive relationships with the childminder and each other. The childminder supports children warmly. She knows their needs and supports them well to be helpful and to learn to share and take turns. Children have strong communication and language skills. The childminder supports this very well through her discussions and engagement with them. She gives good instructions and guidance to help them to achieve in what they do. Children make good progress across all areas of learning. They concentrate well and engage positively in their learning.

The children have good independence skills and do things for themselves. They understand familiar routines and help out when asked, such as when getting ready for mealtimes and during snack time. They help to help tidy up and pack things away. From a young age, children learn to do things for themselves, such as dressing for outdoor play and washing their hands before mealtimes. They confidently ask for assistance when needed and celebrate when they manage to do things by themselves.

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

- The childminder engages well with children in their play and helps them to work together as a group and take turns, for example when playing 'What's the time Mr Wolf?' The childminder helps the children to undertake the different roles, to count and follow the rules.
- Older children show kindness and are considerate of their friends. They receive good support to share what they have. They learn about expectations for good behaviour and play together harmoniously. Children are emotionally secure and have good relationships with other familiar adults and the children attending.
- The childminder makes good use of training to improve her quality of teaching. A workshop on rhymes has helped her to engage children more and develop their vocabulary and language.
- The childminder has a secure knowledge of children's next steps. She facilitates children's play well and engages them in conversation. However, her interactions and support do not always extend and challenge children as well as they could, so that her teaching focuses more sharply on what children need to learn next.
- Children enjoy the free access to a wide range of activities and resources that support their interests well, especially outdoors in the garden. They immerse themselves in the sand and water play activities. They use the resources to pour the water from one container to another and move and build with the sand.

Younger children show great delight at the effects of moving water on the toy water wheel.

- The childminder develops children's communication and language well. She models positive use of language to explain, request and share information. Younger children copy key words and increasingly use their language to communicate what they need and or want with others. Older children engage in more-complex conversations and share news from home. The childminder listens, asks questions and allows children time to think of their responses, which helps to extend the discussions further.
- The childminder uses self-evaluation well to bring about changes that benefit children. This has led to a recent change in available resources to better support the boys' needs and interests. The childminder works closely with her co-childminder to share ideas and discuss areas to develop.
- There are good partnerships with parents. The childminder gathers detailed information from them so that she understands how to meet children's care needs and support their next developmental steps in learning. She works with parents to update them on children's attainment and achievements. The childminder works closely to enable them to work together to address potential gaps in children's progress, particularly in their language and speech.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge and understanding of safeguarding matters and the procedures to follow should she have a concern about a child in her care. She is clear about signs and symptoms that might indicate a child is at risk of harm. She is aware of the different roles within her local authority to report and pass on information. There is a clear policy and procedure that is shared with parents, so they understand her responsibility to protect their children. The childminder supervises children closely to ensure that they are safe and understand expectations for safe play.

What does the setting need to do to improve?

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

- provide more consistent challenges that target children's next steps more closely during their play.

Setting details

Unique reference number	2590954
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10204526
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	0 to 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She works alongside a co-childminder from her co-childminder's home in Charminster, Bournemouth, Dorset. The childminder operates all year round from 7.30am to 5.30pm, Monday to Friday. She provides funded early education for three- and four-year-old children. The childminder holds a childcare qualification at level 4.

Information about this inspection

Inspector
Janet Armstrong

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 childminder and the inspector discussed the childminder's curriculum and her intentions for children's learning.
- Children spoke with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector carried out a joint observation of an activity outdoors with the childminder.
- Parents shared their views of the setting with the inspector through written letters.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector spoke to the childminder about how she meets the children's needs.

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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