

Childminder report

Inspection date:

24 November 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 are happy and content. They enjoy learning and show good levels of confidence as they explore the easily accessible resources. For example, children concentrate well and persevere to complete their chosen puzzle. The childminder offers children more challenging puzzles to skilfully extend their individual learning. The childminder knows children well and plans a curriculum with a wide range of motivating activities to support children to make good progress.

Children enjoy daily outdoor learning experiences. On a trip to a local park during the inspection, children learn about road safety and how to keep themselves safe. They develop their mathematical skills as they count the cars and buses. Children develop their physical skills well. They show care and good control as they climb on the challenging play equipment. The childminder supervises children closely while allowing them to explore and have fun.

The childminder experienced a brief period of closure during the COVID-19 pandemic. She continued to communicate with children and parents during this time. For example, she used social media to record a video of story telling to maintain links with children. This helped children to settle quickly when they returned to her setting.

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

- The childminder has a gentle and encouraging manner with the children and provides a calm and supportive environment. She helps the children gain skills for the future. For example, children show developing independence as they persevere to put their outdoor shoes and coats on themselves. Children show curiosity as they learn about nature on their walk, such as how leaves turn yellow during autumn.
- Children have fun as they join in with the songs and rhymes. They giggle excitedly and move their bodies in different ways as they confidently join in with the actions. The childminder introduces some props and musical instruments to keep the younger children interested and engaged successfully.
- The childminder recognises the important role she has in helping children to acquire and use language. She constantly introduces children to new words as they play to help build on their developing vocabulary. However, occasionally, the childminder does not use the correct version of words to help children pronounce words clearly.
- Parents comment on the 'home from home' environment. They describe the positive impact of the childminder on helping their children progress in their learning. Parents value the regular updates and photos the childminder sends about their children's day. The childminder actively involves parents in their

children's learning, such as offering suggestions on how to support children's learning and development.

- Children learn how to keep themselves healthy. They understand that they need to wash their hands to get rid of germs and happily sing the 'wash, wash, wash your hands' song. The childminder talks with children about foods that help to keep them strong and healthy as they eat their lunch.
- The childminder takes some effective steps to support children from different cultural backgrounds and those who are learning English as an additional language. For example, when children first start, she asks parents for words in their home language to enable her to help children settle. However, children's home language is not used regularly in their play or activities. The childminder recognises that she could do more to ensure that all children's cultures and languages are valued fully.
- Children have access to a wide range of books. They listen intently to a favourite story with the childminder and happily join in discussion afterwards about what happened. This helps to support their early literacy skills.
- Children are well behaved and learn good social skills. For example, they understand that they need to share the toys with others, as the childminder provides gentle reminders during their play.
- The childminder updates her knowledge through training opportunities and accessing online resources to increase her skills. For example, learning about the 'outside curriculum' and different activities she can do outside to help support the children who learn best outdoors.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has completed safeguarding training and understands her responsibilities to protect children. She is clear on the procedures to follow and the relevant agencies to contact if she has concerns about a child's welfare. The childminder gives good consideration to how she can help children to stay safe when in her home and on any outings. She carries out regular risk assessments to help her identify and remove potential hazards to children. The childminder ensures that she always supervises children well.

What does the setting need to do to improve?

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

- teach children the correct version of words to help develop their vocabulary and language skills further
- develop further understanding of how to provide more effective support for children who are learning English as an additional language and of how to value the varying backgrounds of children and families even more.

Setting details

Unique reference number	2591359
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10251247
Type of provision	Childminder
Registers	Early Years Register, Compulsory 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	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Talbot Woods, in Bournemouth, Dorset. She works Monday to Thursday, from 8am to 6pm. The childminder has early years professional status.

Information about this inspection

Inspector

Dinah Round

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 her evaluation of the setting.
- The childminder explained how her early years provision is organised. The inspector held a learning discussion with the childminder on how she supports the children's learning and development.
- The inspector spoke to the children at appropriate times during the inspection.
- A range of documentation was reviewed, including suitability checks and paediatric first-aid qualifications.
- The inspector took account of parents' views about the childminder's setting.

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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