

Childminder report

Inspection date: 6 February 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are safe in the childminder's care. They feel very 'at home' with the childminder. Children happily help themselves to toys and resources. Young children show great dexterity as they cut cards with scissors under supervision and guidance. Older children cut around pictures skilfully, demonstrating precise movements.

Children are developing a love of books. They sit and listen to a story intently, and they eagerly repeat familiar phrases and words from the book. Children learn to take turns and share as they choose which songs they would like to sing. This supports children to make strong attachments and form friendships.

Children use a wide variety of resources and activities that reflect their ongoing interests. The small-world play area outdoors is set up with grass, wood shavings and toy dinosaurs. Children use their imagination and pretend that the toy dinosaurs roam around looking for something to eat. They name dinosaurs confidently and can identify if they are carnivores or herbivores. Children have developed their confidence in new social situations and enjoy meeting new people. They find a tyrannosaurus rex and describe its characteristics in detail to visitors.

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

- The childminder knows the children well and identifies clearly what learning will be most beneficial. She wants all children to achieve their best. The childminder adapts her interactions and tailors her teaching to each child's particular stage of development. This is apparent, especially in the support children receive to develop their personal, social and language skills.
- The childminder plans a wide range of activities and experiences for children, which helps them to become enthusiastic learners. Children become increasingly independent in the activities they choose. However, the childminder offers the children too many choices outdoors. As such, they lose focus quickly and move from one activity to the next. This does not help them to focus and build new skills.
- The childminder takes the children on lots of daily trips. This extends their knowledge of nature and the local society in which they live. For example, they go on regular visits to the local play parks, the beach and places of interest, such as a local farm. The childminder meets with other childminders and their children. This helps children to develop their confidence in larger social groups.
- The childminder's expectations of children's behaviour are high. She is calm and considerate during her interactions with the children. Children receive gentle reminders about behaviour, when necessary. As a result, the environment is calm, and children grow in confidence.

- Children learn about good health. The childminder works with parents to encourage healthy options in the children's packed lunches. Mealtimes are sociable occasions, and the childminder eats lunch with the children. This provides children with a positive role model, and they take time to enjoy conversations. For instance, the children and the childminder talk about the features of a pomegranate. The childminder encourages the children to try new tastes and textures. This helps to promote healthy lifestyles.
- The childminder is reflective of her practice and knows what she needs to improve. She attends specific training to enhance her professional development. For example, the childminder has completed training recently, which has helped her to understand how to further support children with their language skills, particularly since disruptions to their development as a result of the COVID-19 pandemic. However, she is yet to apply this learning in her day-to-day practice and make the most of opportunities to promote fully the children's communication skills.
- Positive partnerships with parents are formed. The childminder gathers information about children before they start at her setting. This helps to support them to settle quickly. Parents feel well informed about their child's learning, with messages and daily feedback. They comment that the childminder provides 'a stimulating environment'. This partnership has a positive impact on children's development and emotional well-being.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge and understanding of safeguarding practice. She knows how to recognise the signs that a child may be at risk of harm. The childminder has attended relevant training, and she continues to gain advice. She explains the procedures to follow in the event of a concern about a child in her care. The childminder demonstrates an awareness of the procedures to follow should there be an allegation made about herself or a member of her household. She keeps her home clean and free from hazards. The childminder assesses the risks related to her resources and environment regularly.

What does the setting need to do to improve?

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

- strengthen practice even further and implement strategies from recent training to further support children's acquisition of communication skills
- improve the outdoor learning environment, considering more carefully the resources to make available, to help children focus better during times of self-chosen play.

Setting details

Unique reference number	2598127
Local authority	Dorset
Inspection number	10263090
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	2 to 11
Total number of places	5
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She lives in Wareham, Dorset. She operates from 8am to 5pm, Monday to Thursday, for most of the year. The childminder provides funded early education for two-, three- and four-year-old children. She is a qualified teacher.

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 spoke to the inspector about her intentions for children's learning.
- The inspector spoke to the childminder and children throughout the inspection.
- The inspector observed the childminder interacting with children. She considered the impact of these interactions on children's learning and development.
- The inspector observed an activity and evaluated this with the childminder.
- The inspector read written feedback from parents and took their views into consideration.
- 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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