

Childminder report

Inspection date: 14 July 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 thrive through the childminder's provision of a safe, calm and stimulating environment. They benefit from her attentive and sensitive care. The childminder takes time to learn about children's interests and focuses on building strong attachments with them. She knows children well and reads babies' cues effectively. Children regularly go to the childminder for cuddles. They demonstrate that they are happy and enjoy their time with her. Children behave well and respond positively to the childminder's high expectations. The childminder ensures that children are aware of the boundaries she has in place from a young age. She does this through using clear language, consistency and redirection.

Children progress well through the childminder's curriculum. Babies investigate different-coloured balls and a box with different-coloured holes in. The childminder provides babies with encouragement as they place balls into the holes. This helps babies to practise following simple instructions and begin to build an understanding of colour. Babies have time and space to interact with each other. The childminder skilfully provides quality interactions to enhance their language. She uses repetition and provides a narrative for their play. The childminder adds gestures and words to babies' babbles. For example, she raises her hands and asks, 'Where has it gone?' Babies listen well to the childminder and respond with excitement. They look for the balls, demonstrating that they are processing this language.

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

- The childminder identifies a clear curriculum based on her assessment of what children need to learn next. She has a secure understanding of how children develop. However, her provision for babies' physical development does not include regular opportunities to explore through their senses, for example using their whole body to explore different media, scents, textures and materials.
- Babies demonstrate great excitement as the childminder reads to them. They babble and point at pictures in books. The childminder follows babies' pace and encourages them to turn pages. She provides props to add to the dimension of stories. This helps to create a love of reading from a young age and supports children's early literacy skills.
- The childminder considers the small steps needed to support children's next stage in learning. She supports children's independence by narrating routines and being a positive role model. She demonstrates healthy habits, such as drinking water. Babies copy her, independently drinking water themselves. The childminder provides a range of resources at an appropriate height for children. This allows children to lead their own play. The childminder's provision for supporting children's independence is very effective.
- Children learn about the world around them in a variety of ways. They benefit

from going on outings to the library and visiting a local farm. The childminder plans opportunities for children to meet with other children outside of her setting. This provides children with opportunities to learn from social interactions and begin to recognise the unique differences people may have. This helps to enhance children's understanding of their local community and prepare them for life in modern Britain.

- Parents report positively on the care and education their children receive. They say that they receive regular feedback about their children's development and the activities they do at the setting. Parents praise the advice the childminder shares about ways to support their children's learning at home.
- The childminder reflects on her practice well and identifies areas of training that will help to increase her skills and knowledge and enable her to improve outcomes for children. For example, the childminder has been learning sign language to support children's communication and language development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to keep children safe from harm. She knows the potential signs and symptoms of abuse and neglect. The childminder understands how to report any possible concerns relating to a child's welfare, including keeping a full and accurate record of these concerns. She routinely carries out risk assessments of her home and on outings to ensure that children are safe. The childminder accesses regular training on the safeguarding of children so that her knowledge is up to date.

What does the setting need to do to improve?

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

- provide babies with more opportunities to explore through their senses, to further enhance their physical development.

Setting details

Unique reference number	2600364
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10251558
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 6
Total number of places	3
Number of children on roll	2
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Bearwood, Bournemouth, Dorset. She operates all year round from 7am to 6pm, Monday to Friday, except for approximately two weeks over the Christmas period. The childminder holds a childcare qualification at level 3.

Information about this inspection

Inspector

Catherine Parker-Johns

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 spoke to the inspector about how she organises the early years provision, including how she plans her curriculum and experiences for children.
- The inspector observed the quality of the education being provided and assessed the impact on children's learning.
- The childminder provided the inspector with relevant documentation, including evidence of paediatric first-aid training and the suitability of people living and working on the premises.
- Parents shared their views of the setting with the inspector.
- Children interacted with the inspector during the inspection.
- The inspector observed the interactions between the childminder and the children and assessed the impact on children's learning.
- The inspector and the childminder reflected on a learning experience provided for the children.

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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