

Childminder report

Inspection date: 26 April 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 happy and confident. They have good levels of concentration, engaging in activities provided by the childminder to contribute to their learning. For example, younger children become engrossed in matching toy dinosaur pieces of the same colour together. Older children try to recall the colours as the childminder offers them gentle reminders. Children are making good progress from their starting points.

Children demonstrate a good attitude to their learning and behave well. They form close attachments to the childminder, who responds to their needs in a positive manner. Children involve her eagerly in their explorations. They become excited as the childminder introduces a bucket of water to their outdoor play. Children add resources confidently, which develops their curiosity. Younger children use brushes to paint the garden fence with water. Older children use tubes to splash water high and low onto the fence. They are developing their arm and hand control.

The childminder is mindful of the possible impact of the COVID-19 pandemic. She is currently undertaking training to support her understanding of ways to address the continued effects of the pandemic on young children. The childminder is committed to her role. She values professional development opportunities and uses these regularly to develop her curriculum and meet the needs of all children.

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

- Children learn through a broad curriculum. The childminder is passionate about outcomes for children. She has a good overview of each child's capabilities from when they start and what she wants children to learn. For instance, as soon as they are ready, she works with parents to help children with potty training. Children who are currently potty training are beginning to ask to go to the bathroom and know to wash their hands after using the toilet.
- The childminder plays alongside children enthusiastically and supports them during activities, ensuring they focus for extended periods of time. However, occasionally, she tells children how to resolve problems too quickly. This means that children do not always have enough time to think about how they could solve problems for themselves. For example, when children transport water from one container to another using a funnel, the childminder quickly intervenes and offers them solutions.
- The childminder helps older children to take part in conversations and discussions. She speaks clearly and makes eye contact with children to ensure they are listening. The childminder repeats young children's words so they can hear them pronounced correctly. For instance, when children say 'narna', she says, 'yes, it's a banana'. However, the childminder asks many questions that

only require yes or no answers. As a result, children are not extending their communication and language skills even further.

- Children have a variety of opportunities to be active and begin to understand how to keep their bodies healthy. They spend time in the childminder's garden and take trips to the park, where they can develop their larger-muscle skills, such as by running and climbing. Additionally, the childminder provides opportunities for children to brush their teeth after breakfast. She talks to them about the importance of doing this regularly, to develop their understanding of good oral hygiene.
- Parents are very positive about the service the childminder provides. The childminder works with parents to identify any areas where children might need extra support in their learning. Together, they share approaches, such as using visual cards, to help older children to understand daily routines. Parents comment that their children have made progress in all areas of their learning as a result of coming to the childminder.
- The childminder adopts a reflective approach to her own provision. She seeks feedback from other professionals and parents when evaluating the quality of the service she provides. For example, following advice from the local authority, she has revised her choice of toys and resources to support children's independence and raise their sense of belonging in her setting.
- The childminder supports her assistant to understand how children learn, offering regular guidance. The assistant has opportunities to use training to help him develop professionally. This helps to increase the assistant's knowledge and improve the opportunities provided.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of her responsibility to safeguard children in her care. She is aware of the signs and symptoms to look for and the procedures to follow should she have concerns for the welfare of a child or the actions of an adult. The childminder and her assistant keep their knowledge of child protection up to date and complete safeguarding training regularly. The childminder addresses safety hazards in the home and garden to increase her levels of support and supervision, which helps children to play and explore safely.

What does the setting need to do to improve?

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

- give children more time to solve problems independently and think critically
- develop questioning skills to extend children's communication and language even further.

Setting details

Unique reference number	2621420
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10281062
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 3
Total number of places	3
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and operates from Muscliffe, an area of Bournemouth, Dorset. She provides care Monday to Thursday, from 8am to 6pm, all year round. The childminder has an appropriate childcare qualification at level 3 and occasionally works with an assistant. She offers funded early education for two-, three- and four-year-old children.

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 childminder and has taken that into account in their evaluation of the setting.
- The inspector and the childminder completed a learning walk to discuss the setting and the curriculum.
- The inspector spent time observing the interactions between the childminder and children. The inspector considered the quality of education and the impact on children's learning.
- Children spoke to the inspector during the inspection.
- The inspector gathered parents' views and took these into account.
- The childminder provided the inspector with a sample of key documentation, including evidence of the suitability of those living or working on the premises.

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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