

Childminder report

Inspection date: 15 May 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 seem relaxed and happy in the childminder's home-from-home setting. The childminder has a caring and kind nature. Older children seek her out for reassurance, and younger children snuggle in the childminder's lap when she reads them stories. The childminder knows the children well and plans activities linked to their interests and next steps. Children of all ages demonstrate curiosity when exploring activities and are making good progress in their development.

Children behave well. The childminder reminds children of the rules within her house. She teaches older children to take turns and share with younger children as they play with a tricycle in the garden. The childminder uses positive modelling, and children respond well to this. She uses praise to let children know when they have made the right choices. Children become close friends who play together well.

The childminder is aware that some children have been impacted by the COVID pandemic. For example, she recognises that children are not used to being in unfamiliar surroundings with groups of people. Since restrictions have eased, the childminder takes children on more outings, for instance to toddler groups, to support their confidence and social skills.

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

- The childminder knows where the children are developmentally and uses this to guide them through her curriculum. She identifies children who need additional support and implements next steps to promote their specific learning needs. However, occasionally, the childminder does not adapt her teaching to provide the right level of challenge to children of different ages and abilities. For example, when reading stories, the childminder directs her attention to the older children. This results in some of the younger children not being fully included in conversations.
- Children demonstrate high levels of confidence. Younger children rush to greet visitors and engage them in their play. Older children stay close to the childminder for reassurance when they feel unsure of visitors in the house. They soon share photos of their time with the childminder and tell visitors about them proudly.
- The childminder is attentive to the personal care needs of the children. She is patient and supportive of children's developing needs. The childminder is quick to recognise when children may be tired or hungry, and she responds well to their individual requirements.
- The childminder supports children's language development through frequent conversations and by introducing new vocabulary to children as they play. Children enjoy singing with the childminder and sing rhymes spontaneously as

they play. However, sometimes, the childminder's questions are not challenging enough to extend children's communication and thinking skills.

- The childminder provides opportunities for children to explore the world around them and to be physically active every day. In the garden, they use ride-along toys and a low-level trampoline. Children go on walks regularly to the park and explore the local community, including nearby nature reserves and aquariums.
- Parents comment favourably about the childminder. They report how much they value the childminder's professional opinion, help and support. The childminder communicates with parents effectively. This ensures they are well informed about their child's day and the progress they are making. She understands the importance of forming strong links with other providers and early years professionals.
- The childminder works with two assistants occasionally to support her at key times during the day. She knows the requirements and what she needs to have in place. The childminder ensures that her assistants know how the setting operates and the policies she has in place, such as safeguarding.
- The childminder recognises the importance of her own professional development. She accesses a range of training opportunities to deepen her knowledge and teaching skills well. Following recent training, the childminder has focused on improving experiences and learning for children when they play and learn outdoors. For instance, the addition of a 'fidget wall' in the garden helps children build their concentration skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to safeguard children and ensures that her assistants also have a secure understanding of their safeguarding responsibilities. She knows how to identify if a child is at risk of harm and where to report concerns about children's safety. The childminder carries out safety checks in her home and before she takes children on outings. She uses safety equipment, such as gates, to stop children from accessing certain areas in her home. The childminder discusses safety with the children. For example, she teaches children to look both ways for cars when crossing roads.

What does the setting need to do to improve?

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

- adapt teaching to provide all children of different ages and abilities with appropriate levels of challenge, to target what they need to learn next more closely
- develop ways of asking more complex questions, to further extend children's communication skills.

Setting details

Unique reference number	2623959
Local authority	Dorset
Inspection number	10280944
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 11
Total number of places	6
Number of children on roll	20
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021. She lives in a residential area on the Isle of Portland. The childminder is open Monday to Wednesday and Friday, from 7am to 5.30pm and Thursday before and after school, throughout the year. She provides funded early education for two-, three- and four-year-old children. The childminder holds an appropriate childcare qualification at level 3 and occasionally works with two assistants.

Information about this inspection

Inspector

Rachel Cornish

Inspection activities

- This was the first routine inspection the childminder received since the COVID 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 inspector completed a learning walk and discussed how the curriculum supports children's learning.
- The inspector observed the quality of education during activities, both indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector carried out a joint evaluation of an activity with the childminder.
- Children spoke with the inspector during the inspection.
- Parents shared their views on the setting, verbally and in writing.
- The inspector talked to the childminder at appropriate times during the inspection. She reviewed a sample of documentation.

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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