

Childminder report

Inspection date: 28 September 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 demonstrate that they are happy and secure with the childminder, who knows them well. They enjoy plenty of fresh air and exercise and learn about the world around them. For example, the childminder teaches children to recognise the signs of the changing seasons. Children are keen to learn and solve problems creatively. For example, they decide to wash a trike using shaving foam and water.

Children behave well and follow the rules and expectations of the setting. When minor disagreements do occur, the childminder teaches children how to manage these for themselves. For example, she suggests ways they can ask other children to take turns, which helps build their social skills. The childminder skilfully introduces new words to extend children's vocabulary. For example, at snack time, she encourages children to consider what the food feels and tastes like, suggesting 'juicy' and 'soft'.

Children are independent. For example, they pour their own drinks and serve their own food. The childminder uses praise well to help build children's self-esteem. Children show pride in their achievements. For example, they smile widely as they mix coloured water. Children make good progress from their starting points. They are well prepared for the next steps in their education, including school.

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

- The curriculum is well designed with a focus on developing children's physical, communication and social skills. The childminder has a strong knowledge of child development which she uses well to plan activities that extend children's learning and nurture their interests.
- The childminder uses observation and assessment effectively to help ensure children make good progress. She identifies any gaps in children's learning and works with parents and local authority advisers to put steps in place to close them. However, the childminder does not work closely enough with other early years providers, where children attend more than one, to help ensure continuity of learning and share good practice.
- The childminder narrates children's play to give their actions meaning. She adds new words to help extend children's vocabulary and repeats back their language to help them learn to pronounce words correctly. For example, she says the names of the colours as children enjoy art activities and they copy the words.
- Children learn early mathematical concepts suitable for their age in preparation for school. The childminder models counting during play and everyday routines and children join in. They learn how to recognise numbers displayed inside and outside the setting.
- Children are curious and motivated to learn. For example, they concentrate for

long periods of time as they explore with water, sand and shaving foam. Children persevere even when they do not succeed at first. For example, they complete challenging jigsaw puzzles with support from the childminder.

- The childminder provides a variety of opportunities for children to develop their fine motor skills. For example, young children pour water from one jug to another with good precision and control. The childminder supports children to manipulate play dough with their hands to help build their muscles for early writing.
- Children develop a love of books. They listen intently as the childminder reads stories to promote their literacy skills. The childminder encourages them to look at the pictures and explore the textures to engage their interest.
- The childminder comforts children when needed to support their emotional well-being. Children respond positively to her warm interactions and mirror her kindness in the way they speak to each other. For example, when some children do not want to come inside for snack time, other children gently remind them of the rules.
- The childminder keeps her mandatory training up to date and has a positive attitude towards continuous professional development. She accesses training to extend her knowledge and has a particular interest in supporting children's physical development.
- The childminder keeps parents updated about their children's progress and shares her knowledge and expertise to help parents support children's learning at home. For example, she shares information to help parents to promote children's language development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a strong understanding of the signs and symptoms that might indicate that a child is at risk of abuse. She regularly undertakes safeguarding training to ensure that her knowledge is up to date. Risk assessment processes are robust. The childminder teaches children how to keep themselves safe. For example, they learn about road safety. She undertakes regular fire drills with the children to help ensure a safe evacuation should this be necessary in an emergency. The childminder records accidents appropriately and informs parents swiftly. The setting is safe and secure.

What does the setting need to do to improve?

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

- strengthen partnerships with other early years providers, where children attend more than one, to help ensure continuity of learning.

Setting details

Unique reference number	2629244
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10285529
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 2
Total number of places	2
Number of children on roll	2
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Broadstone, Poole. She cares for children from 8am to 5pm Thursday only. The childminder holds a teaching qualification.

Information about this inspection

Inspector

Lisa Large

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 childminder.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and the inspector carried out a joint observation of an outdoor activity and evaluated the quality of teaching.
- The inspector observed the interactions between the childminder and 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023