

Childminder report

Inspection date: 5 July 2023

Overall effectiveness	Good
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
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 experience an ambitious and meaningful curriculum that is highly effective. Throughout the day, children are deeply engaged, inquisitive and curious learners. They make very rapid progress across all areas of learning.

Children demonstrate they are happy and feel immensely safe and secure in the childminder's nurturing care. They have a strong relationship with the childminder and are keen to involve her in their conversations and play. They are extremely confident in new social situations. All the children, including the youngest, are welcoming and chatty with visitors to the setting.

The childminder listens to all children's views and supports them superbly. For example, at the beginning of the day, the childminder and children hold a meeting to plan the day ahead. The childminder facilitates children's ideas, providing resources and extending them even further. This helps children to have a voice and feel a sense of belonging.

Mealtimes are social occasions where children sit together and engage in conversations with their friends. Children have good manners and say 'please' and 'thank you' without needing to be prompted. For instance, younger children politely ask, 'Please can I have some raisins?' and say 'thank you' when they are given the raisins.

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

- The childminder very much enjoys her role as an educator. This passion shines through in the detail and expert thought that she puts into her curriculum. She provides children with rich first-hand experiences of life and the world around them. Many of these are planned based on opportunities that children have not had at home. Gaps in children's experiences and learning are reduced significantly.
- The childminder builds children's vocabulary skilfully. She introduces children to new complex words, such as 'fossils', 'ammonites', 'germinate', 'evaporate' and 'condensate', through conversations and planned activities. The childminder explains the meaning of new words and takes care to ensure that children understand what she has described. This encourages children to become competent and fluent communicators.
- The childminder provides excellent practical mathematical opportunities as children play. She uses her training to help children understand and use mathematical language. The childminder introduces and explains the meaning of mathematical concepts and symbols, such as 'number sentences', 'addition' and 'equals'. Children are developing their mathematical skills to considerable levels.

- Children can take care of their personal needs independently. For example, they wash their hands before eating and serve themselves food and get their own water. The childminder supports children to do things themselves and gives them sufficient time to complete tasks so that they have a sense of achievement. For instance, younger children learn how to use an apple slicer to cut up an apple, with minimal support.
- Children enjoy playing in the childminder's garden daily, where they learn how to manage their risks, for example, as they swing on the swings. The childminder works occasionally from another registered additional premises to provide children with opportunities to run around and be energetic. However, she has failed to notify Ofsted of all household members living in the additional premises. This is a breach of requirement. Despite this, there is no impact on children's health, safety or welfare or their learning and development because childminding does not take place when unvetted adults are present.
- The childminder is committed to supporting her own professional development and keeping her knowledge up to date. For instance, she networks closely with other early years professionals and takes full account of research to enrich her provision. Recent research has helped the childminder to provide a curriculum that better connects children with the world around them and allows them to follow their curiosity.
- The childminder builds strong, trusting and informative relationships with parents, who report positively about the childminder's practice. Parents refer to the childminder as 'kind', 'compassionate', 'professional', 'flexible' and 'understanding'. The childminder meets with parents to review children's development and to discuss their next steps. This helps to support children and close any gaps in their learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her role to safeguard and protect children. She keeps her safeguarding knowledge up to date through regular training. The childminder is familiar with the signs and symptoms that may alert her that a child is at risk of harm. She knows what to do if she has a concern about a child in her care. The setting is safe and secure, and the childminder carries out regular safety checks. She encourages children to help tidy away toys to minimise hazards to their health and safety.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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provide Ofsted with the required information for all people over the age of 16 years that live on the premises where childminding takes place to enable them to complete suitability checks.	19/07/2023
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Setting details

Unique reference number	2633272
Local authority	Dorset
Inspection number	10291716
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	5 to 10
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in the village of Yetminster, near Sherborne in Dorset. She operates during school term-time only, from 9am to 3pm, Tuesday, Wednesday and Thursday. The childminder is a qualified Montessori teacher, and she holds early years professional status.

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 childminder explained her intentions for the children's development and how she plans and implements her educational programme.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke to children during the inspection and took account of the views of parents.
- The inspector observed the provision and discussed the safety and suitability of 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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