

Childminder report

Inspection date: 18 February 2025

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

The childminder provides children with varied and stimulating experiences that nurture their curiosity and enthusiasm for learning. They regularly engage in outings, such as bus trips to the local library to explore books on topics that interest them and spark their imaginations. Children say, 'I love pirates!' Visits to local farms also provide hands-on learning about animals and caring for them.

The childminder supports the development of children's physical skills effectively, encouraging confidence in activities such as walking, climbing and ball games. The childminder identifies clear and ambitious next steps to promote each child's development. She helps children become familiar with letters and sounds in a playful manner, laying a strong foundation for their future learning and school readiness.

Children quickly gain confidence in building good relationships with the childminder and other children. The childminder gives clear instructions and sets consistent boundaries, helping children adjust their behaviour while considering others' views. The childminder adapts activities to children's interests, such as using magnetic shapes to build models, extending their learning and encouraging creativity. Children are proud of their achievements and like to show how the lorry they have made successfully transports toy sports cars.

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

- The childminder's curriculum is ambitious and effective. She values the importance of fostering children's confidence and independence, building their sense of being part of the community and their connection to nature. She instils in children a willingness to learn, giving them the attitudes and skills they need to be ready for school.
- The childminder accurately assesses children's needs and uses observations during play to monitor and identify any gaps in their development. She incorporates these findings into engaging activities. However, when children lack confidence in responding to questions, the childminder does not consistently model the necessary skills, limiting opportunities for children to gain experience and learn from examples.
- The childminder has established a secure bond with the children in her care. She considers all aspects of their development and plans how to support their ongoing progress effectively. Children are confident and communicate well. Young children use signs alongside emerging speech to communicate, and older children confidently engage in conversations. They also show signs of wanting to be independent and confidently attempt tasks like putting on their coats or getting ready for snack time.

- The childminder fosters children's love of books. At snack time, she engages them in reading non-fiction books about animals. For example, when children express an interest in owls, the childminder reads information about how owls can rotate their heads but cannot move their eyes, fascinating children. For younger children, she selects pictures of familiar animals, like gorillas, encouraging them to participate by making the corresponding animal sounds. This approach successfully supports children's language development and engagement.
- The childminder fosters children's enthusiasm for learning by following their interests. For example, when children are interested in creating characters using magnets of community helpers, the childminder skilfully engages with them. Her interactions maintain children's concentration and extend their thinking, helping children identify different attributes they can add to the characters. The childminder's approach encourages children to consider how various community helpers contribute to society.
- The childminder is compassionate and caring. She constantly monitors the welfare of children. The childminder comforts them, reassuring them through cuddles and speaking gently with them, which helps them settle quickly if they do become upset.
- The childminder's collaboration with parents is effective. When children first start with her, she plans for them to attend with increasing frequency and duration, helping them familiarise themselves with her and the new environment. This approach supports children to adjust quickly and feel emotionally secure. The childminder collects key information from parents at the start and carefully considers her approach to support children's transition into the setting. However, the childminder collects limited information about some children attending other settings so is not able to ensure that children's learning and development are consistently promoted.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- ensure that the learning and development needs of children who attend other settings are consistently promoted
- strengthen the teaching of children's next steps so those less confident can learn from experience and examples.

Setting details

Unique reference number	2634551
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10347097
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 4
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 2022. She lives in Bournemouth, Dorset. The childminder is available to care for children from Monday to Friday, 8am to 6pm, all year round. The childminder offers government funded places.

Information about this inspection

Inspector

Jonathan Payne

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- Children spoke with the inspector during the inspection.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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