

Childminder report

Inspection date: 8 June 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 thrive in the nurturing care of this childminder. They are happy and demonstrate a sense of belonging. The passionate childminder shows genuine care and a strong commitment to every child. She has high expectations for all children. Children are inquisitive learners and take every opportunity to learn new skills. Older children persevere and concentrate well as they screw nuts and bolts to connect pieces of cardboard together. Babies explore freely and begin to pull themselves up in preparation for walking.

Children are learning how to play cooperatively. They share and take turns well, and their behaviour is good. The childminder gives children gentle reminders that help them to cooperate and respond well to the rules and boundaries in place. Children have secure routines and a good understanding of the childminder's expectations. They tidy away toys before moving on to their next activity and follow instructions well.

The childminder has considered the impact of the COVID-19 pandemic on children's learning and development. She supports children to build their confidence and social skills. Children engage eagerly in conversations with the childminder and express their choices. For instance, older children choose activities such as parachute games to play during their visit to the park. Children know their opinions are valued and respected. They demonstrate that they feel safe and secure with the childminder.

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

- The childminder is aware of every child's background and individual needs. She identifies where there are gaps in children's learning and looks swiftly for ways to close these. The childminder works in partnership with parents and other professionals to ensure children get the right help at the right time. Children are making steady progress from their starting points.
- Overall, the childminder supports children well in developing their communication and language skills. For example, she gets down to their level, makes good eye contact and speaks to them clearly. However, she does not always engage in conversations with older children in ways that extend their language and develop their critical thinking skills. This means that children sometimes answer questions with a one-word answer and are not supported fully to use a broader range of vocabulary to explain their thinking.
- Children play in the garden and enjoy regular trips with the childminder to local parks. This provides the opportunity for children to develop their physical skills. The childminder encourages older children to walk on journeys to the park to develop their stamina. Children develop balance and coordination skills when

rolling down grassy slopes and running around secure, large open spaces.

- Children develop good levels of independence. The childminder encourages them to complete everyday tasks for themselves. For instance, older children put on their shoes and use a water dispenser by themselves to fill up their cups to drink. This gives them useful skills that contribute to their school readiness.
- The childminder provides many opportunities for children to learn about oral health and toothbrushing. For example, she plans activities and uses resources to help explain to children how to brush their teeth. She provides children with healthy snacks and drinks. Children wash their hands before eating snacks and meals to encourage good hygiene routines.
- Parents' comments about the childminder are very positive. They say she provides them with detailed information about how children are developing so that they can support their learning at home. Parents state that they 'feel relaxed knowing that their children are with the childminder', and that she is kind, caring and passionate in her role.
- The childminder demonstrates a strong commitment to her work. She reviews her practice to identify areas she wants to further strengthen and refreshes her mandatory training regularly. The childminder works with an assistant occasionally. She provides her assistant with good support and training to help him in his role.

Safeguarding

The arrangements for safeguarding are effective.

The childminder completes daily checks to ensure her home is safe and secure for children to play in. She is trained in paediatric first aid and supervises children well, always ensuring their safety. The childminder has a clear understanding of signs and symptoms that may indicate there are concerns about the welfare of a child. She has good knowledge of safeguarding protocols and is mindful of wider safeguarding issues, including the risk to children of being exposed to extreme views. The childminder knows the procedures to follow to report any concerns over a child's welfare.

What does the setting need to do to improve?

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

- strengthen the curriculum for communication and language even further to support older children fully to use a broader range of vocabulary to explain their thinking.

Setting details

Unique reference number	2636433
Local authority	Dorset
Inspection number	10291727
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 9
Total number of places	4
Number of children on roll	21
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021. She lives in Swanage, Dorset. The childminder is available to care for children on Monday from 7.30am to 8.45am and 3pm to 6pm, and on Tuesday to Friday from 7.30am to 6pm, all year round, except for one week at Christmas. She offers funded early education for two-, three- and four-year-old children. The childminder holds a childcare qualification at level 3. Occasionally, during busy times, she works with her husband, who is a registered assistant.

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 showed the inspector the areas of her home that children access. They discussed how the childminder organises her setting and plans the curriculum and experiences for children.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- During a joint observation, the childminder and the inspector evaluated the quality of education together.
- Parents shared their feedback and experiences of the setting with the inspector, through discussions and written comments.
- Discussions took place between the inspector and the childminder at convenient times during the inspection.

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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