

Childminder report

Inspection date: 15 May 2024

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 are motivated in their learning and show good levels of confidence and independence. The childminder welcomes them warmly into her well-resourced home. She talks to parents as they leave their children to make sure she has a good understanding of how they have been since they last attended. The childminder has high expectations for children to achieve and she provides a rich and varied curriculum that takes into account their age and stage of development. The childminder is keen for them to become curious and independent learners right from the outset.

Children behave well. They show consideration to others, for example children help other children with their shoes when they are getting ready to go outside. Children cooperate and take turns. Even the youngest children understand that they need to wait their turn, and the childminder praises them for good waiting. The childminder has completed some behaviour management training, which has helped her in promoting positive behaviour with all the children. The childminder supports children's socialisation through meeting up with other childminders, where children learn to build positive relationships with others in the community. They also attend rhyme time sessions, supporting their communication and language development.

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

- The childminder is very proactive in developing her knowledge and understanding of early years. She is currently on an early years professional development programme that is helping her to gain the knowledge to support children in making the best possible progress in all areas of learning.
- Partnerships with parents are good. The childminder uses an online app that keeps parents well informed of their child's progress, and they can share what their children are doing at home. Parents report that their children really enjoy coming to the childminder's home and that they are doing well in their learning.
- Children learn about healthy eating and healthy lifestyles through well-planned activities. For example, children chop strawberries and bananas and make smoothies for their snack. The childminder encourages children's physical development. They learn how to climb, and build their core muscles as they balance. The childminder teaches them good hygiene routines, such as washing hands at appropriate times. She works closely with parents to support them when children are ready to toilet train.
- The childminder places a high emphasis on supporting children's communication and language development. She constantly talks to them about what they are doing, such as talking about shapes and patterns they are making in the dough. She introduces words such as 'spreading' as children put glue on the paper while making craft pictures. The childminder spontaneously sings with the children.

For example, children play with cars and the childminder sings 'The Wheels on the Bus', and children join in with familiar words and actions.

- Children are encouraged to make choices in their play and learning. For example, the childminder asks if they would like to play with dough, do some drawing or play with dolls. Children show curiosity as they play with cars and the childminder encourages them to build a bridge for the cars to go across. They try different ways with tracks to stop the cars falling off.
- In general, the childminder supports children's learning well. She clearly knows their interests and abilities. However, on occasion, children's learning could be extended further. For example, the childminder does not always plan how she can extend learning in the outside area.
- The childminder helps children with their mathematical skills. Children count independently as they come down the stairs. The childminder encourages them to count the fruit as they are making their smoothies.

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:

- consider ways to further extend children's learning.

Setting details

Unique reference number	2664877
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10335264
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	6
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in December 2021 and lives in Oakdale, Poole, in Dorset. She works Monday to Friday from 7.30am to 6pm. The childminder holds a level 3 childcare qualification.

Information about this inspection

Inspector

Lorraine Sparey

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 inspector held a discussion with the childminder about her curriculum and how she supports all children with their learning.
- The inspector viewed all areas of the childminder's home used by the children to assess their suitability and safety.
- The inspector spoke to the childminder and the children throughout the inspection, completed observations in the lounge, dining area and garden and discussed the findings.
- The inspector spoke to parents to gain their views.

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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