

Childminder report

Inspection date: 23 September 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

The childminder and her assistants provide a friendly, fun environment where children feel at home. They enjoy children's company, who in turn are happy and smiley as they play with one another. Children demonstrate good social skills. They play in the home corner and successfully share pretend kettles and cups to make drinks. Children maintain eye contact as they talk and chuckle as they slurp their cups of tea together. The childminder and her assistants observe and join in to help younger children maintain their play.

Children benefit from an ambitious curriculum of planned teaching activities alongside times when they initiate ideas in their own learning. Older children learn to count with increasing complexity. The childminder intervenes when they count objects, making sure that their number ordering is correct and helping them work out what the next number will be. Younger children concentrate as they thread pasta tubes onto glittery pipe cleaners. They maintain their focus, working carefully to complete the task successfully. The childminder and her assistants carefully watch and only step in to skilfully guide, prompt and encourage children to keep going. Children feel safe and free to express themselves, knowing the childminder will listen to and nurture them.

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

- The childminder has developed a curriculum that gives children the values, knowledge and experiences they need to be successful learners. She builds on what children already know and can do, and she plans purposeful activities that support their long-term development. Children benefit from a mix of adult-directed learning, which gives them the skills and knowledge they need, and child-initiated activities, where they try out and experiment with their own ideas.
- The childminder and her assistants accurately assess children's needs. They observe and record where children are secure in their development and use this information to plan effective next steps to make progress. The childminder is ambitious for every child to achieve their full potential, including disadvantaged children. When children have gaps in their learning, the childminder quickly identifies these and puts in place a plan so that they can practise daily the skills they most need to develop.
- Children love story time. The childminder reads 'The Very Hungry Caterpillar' with enthusiasm, which engages them. The childminder and her assistants ask questions and playfully use fruits and a large puppet to feed as they re-enact the story. Children of all ages use their number knowledge to count as they feed the 'caterpillar', giggling as they pretend to nibble slices of salami. However, occasionally, the childminder and her assistants do not extend children's vocabulary. For example, when children use simple words, such as 'big', to

describe the growing caterpillar, they do not always extend and model alternative vocabulary that children could use in their conversations and descriptions.

- The childminder has embedded a culture of positive attitudes and behaviour. Children contribute to the fun, playful atmosphere by playing well with one another and sticking to challenging tasks. They use tools to cut foods carefully and make fruit kebabs. Children have a go and receive support that is appropriate to their age and needs. Children are delighted with their achievements, saying, 'Look at me!' The childminder and her assistants provide frequent praise, building children's confidence and willingness to have a go, saying, 'You've done a fantastic job.' Occasionally, however, the feedback they provide children is not always clear, so some children are unsure how to repeat their success and challenge themselves even further.
- The childminder has developed a good partnership with parents. Parents feel heard and understood when discussing their child's needs. She regularly shares with them how children are developing and what area of learning they are working towards. The childminder has introduced quiet time so that children have the opportunity to relax and recuperate when they need to. They often listen to music and stories and read a book. This helps children manage their energy levels and be ready for the next part of their day. This builds a home-from-home environment where parents know their children are safe, happy and learning well.

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:

- extend children's vocabulary so that they understand and use more words and language in their conversations
- provide children with feedback about their learning so they know how to improve their knowledge and skills further.

Setting details

Unique reference number	2676859
Local authority	Dorset
Inspection number	10354896
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 7
Total number of places	6
Number of children on roll	11
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in May 2022 and lives near Wimborne, Dorset. She operates all year round, from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder has a teaching qualification. She works with two assistant childminders, one of whom has a teaching qualification and another who is unqualified. The childminder provides funded early education for two- and three-year-old children.

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 inspector observed the interactions between the childminder and the children.
- Children spoke to the inspector during the inspection.
- The inspector carried out joint observations of group activities with the childminder.
- Parents shared their views of the setting with the inspector.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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