

Childminder report

Inspection date: 13 November 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Not applicable
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What is it like to attend this early years setting?

The provision is good

The childminder provides a curriculum that helps children learn through rich, playful experiences. Children enjoy daily visits to the woods and observe the changes in the seasons. They explore excitedly and find butterflies, different-shaped mushrooms or lichen clinging to twigs and sticks. The childminder sustains conversations with children, talking and describing the features of what they have seen as well as the importance of staying safe around wild fungi.

In the woods, children benefit from lots of physical activity. Older children work together to build dens and use their determination and muscles to lift themselves onto rope swings. The childminder has adapted areas in the wood to be appropriate for younger children, who crawl through tunnels and practise standing on cleared, soft areas. The childminder and her assistant provide children with lots of encouragement and praise, and delight in their successes. Children are confident and want to have a go.

Children are enthusiastic and friendly in their play with one another. They sustain their concentration as they engage in role play, re-enacting household jobs, washing clothes and hanging them up to dry. The childminder and her assistant's interactions with the children are calm and friendly. Children feel safe and respond positively to the childminder and to each other.

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

- The childminder has developed an inclusive curriculum that builds on children's interests. She identifies what children enjoy and accurately evaluates their developmental needs. The childminder and her assistant use this information to expand children's knowledge and skills. Children enjoy building using wooden blocks so the childminder introduces them to pictures of famous and interesting buildings and architecture, such as the Eiffel Tower. This helps the children broaden their thinking and create interesting and more challenging tall buildings. However, occasionally, the childminder is not always clear about the learning intention for planned activities, so some children do not know how to develop their knowledge and skills further.
- The childminder is ambitious for all children to enjoy and love books. She creates cosy spaces for children to snuggle and take time to flick through familiar storybooks. The childminder provides children with many resources specifically relevant to stories they have been reading. Children recall aspects of the storyline while they play with toys that represent characters and items from the books and learn important comprehension skills.
- The childminder encourages children to engage in early literacy to help prepare them for future learning. Children successfully read and follow picture-based

recipes to make their own play dough. They enjoy experimenting with marks on paper, developing their skills to write for a purpose. Children use resources that are appealing to them and write a list of items that they would like to buy from the shops. The childminder and her assistant sing lots of songs throughout the day. Children recall lyrics and begin to recognise the repeated pattern in language.

- The childminder and her assistant accurately identify children's needs, particularly those with special educational needs and/or disabilities (SEND). They use these to plan children's next steps. The childminder teaches children the strategies they need to successfully engage in learning and keep calm. She works with other providers who care for children to make sure that the strategies used are consistent. The childminder refers children to external agencies to ensure children receive the specialist support that they need.
- Children behave well. The childminder is calm and gentle, providing children with a good model of how to take turns and share with others. Children listen and respond well to her instructions. They help one another as they work as a team to tidy up after messy activities. The childminder celebrates children's achievements and builds their confidence.
- The childminder has developed good partnerships with parents. She works with parents to make sure that children settle quickly. The childminder prioritises developing secure attachments with children, which includes building trusting relationships with parents. She provides parents with daily feedback and shares any developmental concerns so that they can support their child to make progress to catch up with their peers.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has established secure policies and procedures to follow in case of concerns about a child or an adult. She is always watchful and alert to any signs that a child may be at risk of harm. The childminder and her assistant attend training and put into practice what they have learned to make sure that children are safe. The childminder teaches children how to keep safe when walking by the road. The childminder and her assistant assess any environment for risks and check that the premises and equipment are safe before children start playing.

What does the setting need to do to improve?

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

- have clear learning intentions for planned activities to help children engage more deeply in their learning experiences.

Setting details

Unique reference number	2688963
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10318153
Type of provision	Childminder
Registers	Early Years Register
Day care type	Childminder
Age range of children at time of inspection	0 to 3
Total number of places	10
Number of children on roll	16
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in September 2022. She operates near Christchurch, Dorset. She provides childcare from Monday to Wednesday, term time from 8am to 5.30pm. The childminder receives funding to provide free early years education for children aged three and four years. She works with a co-childminder and assistant each day.

Information about this inspection

Inspector

Jonathan Payne

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 childminder joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector observed the interactions between the childminder and children.
- The childminder spoke to the inspector about how they support children with SEND.
- 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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