

Childminder report

Inspection date: 21 May 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

Children benefit from a home-from-home environment with this childminder. They are excited to see her when they arrive, confidently say 'goodbye' to their parents ready to start their day. The childminder incorporates her curriculum through modelling and successfully engaging children in discussions, helping to maintain their interests. She notices birds in the garden and models language to children, 'He's finding wiggly worms.' Children are fascinated and continue to observe birds while copying and responding to the childminder in conversation.

Children respond well to the childminder's clear, gentle approach. These respectful interactions support children's confidence to grow and helps develop their sense of responsibility. Children know the childminder expects them to wear hats to protect them from the sun. They enjoy the freedom she gives them to select a sun hat that they would like to wear, while following instructions and knowing how these expectations help keep them safe.

Children learn important social skills through play. The childminder provides children with a safe place where they can explore and navigate social situations. Children practise social communication skills as they enjoy offering drinks with the addition of added pretend ice cubes from the role-play kitchen. The childminder provides children with a good model of language, which supports their willingness to have a go.

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

- The childminder implements a well-thought-out curriculum that supports the development of all children. She plans activities that reflect their interests and promotes their engagement. For example, children develop their vocabulary by engaging in construction-themed activities while learning to identify objects using descriptive language, such as colours, as well as developing counting skills. The childminder also ensures that children build physical skills progressively, enabling them to navigate their surroundings with increased self-assurance and safety.
- The childminder identifies children's developmental needs effectively. Through well-considered assessments, she recognises where children require additional support and incorporates their learning needs into their play to support their ongoing development. She works closely with parents, offering guidance to support a consistent understanding of their needs at home. When necessary, she supports families in accessing external services to meet the specific needs of the children in her care. However, occasionally, the childminder does not teach children the specific skills they need to close gaps in their learning quickly.
- The childminder engages children effectively during story sessions. She joyfully

interacts with children to enhance their participation. For instance, children enjoy lifting flaps in books, such as 'Dear Zoo', and learn to take turns while reading. The childminder incorporates props, such as a toy elephant, to enrich the storytelling experience. Children enjoy joining in with sound effects, which helps sustain their interest.

- Children demonstrate positive behaviour and respond well to clear expectations set by the childminder. When going on walks, the childminder ensures that children understand how to remain safe near roads. She introduces a structured approach, building children's confidence and understanding of how to keep safe. The childminder consistently reinforces road safety awareness by encouraging children to observe their surroundings and recognise potential hazards, such as passing vehicles. Children know how the boundaries that the childminder sets keep them safe and respond positively to her instructions.
- The childminder consistently promotes children's independence. Children develop key self-help skills through regular daily habits, such as washing their hands, preparing food for snack time and tidying away resources. The childminder uses tidy-up routines to give clear instructions, which support the development of children's language and understanding effectively. Children independently put on their coats, while older children receive support in developing skills such as putting on their shoes.
- The childminder maintains effective communication with parents, providing regular updates on children's progress and development. She is passionate about children's health, and parents benefit from her knowledge of recipe ideas that encourage children to try and explore new foods. The childminder ensures continuity for children who attend other settings. Her consistent approach supports children's emotional well-being, providing a secure foundation for their learning and development.

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:

- strengthen teaching skills further so that children learn the specific skills they need to develop and make even more progress.

Setting details

Unique reference number	2712742
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10388216
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 3
Total number of places	3
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022. She lives in Poole, Dorset. The childminder offers childcare on Monday, Wednesday and Thursday, from 7.30am to 5.30pm, all year round. She offers government funded places.

Information about this inspection

Inspector

Jonathan Payne

Inspection activities

- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the 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.
- Children spoke with the inspector during the inspection.
- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector discussed how the curriculum has been implemented and the impact that this has had on children's learning.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- 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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