

Childminder report

Inspection date: 29 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 form very strong bonds with the friendly childminder. She gives her full attention to help them settle to play and feel secure in her care. Children happily explore the welcoming, homely play environment and show curiosity and excitement as they choose from the wide range of toys and resources provided. Children learn to take turns and play easily with each other. They show delight at seeing a friend and give each other spontaneous cuddles.

The childminder has high expectations for children and provides a broad curriculum that gives a clear focus to supporting their individual learning through their play. This is particularly evident for children's communication and language skills and their personal, social and emotional development. The childminder promotes a strong foundation for children's future learning and helps them all make good progress. Children start to use their imaginations very well in their play. They have fun making pretend meals, such as a tray of cakes, which they kindly offer to a visitor. They like dressing up as their favourite film character and find a blue jewelled crown and shiny cloak to wear. Children concentrate well and start to solve simple practical problems in their play. For example, they work out how to use the toy ice-cream machine. They share out the pretend ice creams to their friends and tell them they are 'chocolate' flavours.

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

- The childminder reviews her practice well and continues to develop ways to promote children's learning. She has raised her awareness of how children follow particular patterns of play, and provides associated resources to support these. For example, children use small baskets to transport and carry objects around. In addition, the childminder has changed the playroom to provide a calmer and more purposeful environment. This helps to engage children's interests and encourages them to sustain concentration more effectively in their play.
- Children develop their physical skills effectively through their play. For example, they have fun learning how to control their movements when following the actions from a favourite song. They stretch their arms up high pretending to 'touch the sky' and then bend down low to 'touch their toes'.
- The childminder promotes children's personal development well. They learn about healthy eating through discussion and activities, such as making a fruit salad or growing vegetables. They talk about going to the dentist and act out cleaning their teeth in their role-play games. Children say, 'We are going to the shops to get some milk,' and pretend to drive a car there. They remember about keeping safe and check everyone has their seat belt fastened. They recognise that red means 'stop' and green means 'go'.
- Children respond very positively to the childminder's calm, reassuring approach.

She helps them think about how to resolve any behavioural issues and learn how to share and be kind to others. The childminder supports children well to understand their emotions and those of their friends. She praises children for being helpful, such as when tidying up their toys.

- The childminder promotes children's early literacy skills very well. Children develop a strong enjoyment of stories, and they sit quietly and listen attentively as she reads to them. Children begin to remember the words at the end of a sentence and quickly say 'tiger' when listening to a favourite story about a visitor at a tea party. They learn to recognise the sound and written shape of the initial letters of their names and those of their friends. Children excitedly say, 'M is for mummy.'
- Parents comment that the childminder provides daily updates about their children's achievements and also gives ideas for activities they can do at home. They are extremely pleased with the care and support the childminder provides. They feel reassured as they see their children run into the childminder's home with a smile on their face. However, the childminder has not fully considered making more use of any information parents share about their children's starting points on entry to better inform the initial planning and assessment process.
- Children become confident communicators. The childminder gives a clear focus to supporting children's language skills. For example, she reinforces their words and sounds, giving emphasis to key words, such as with colours and shapes. Children eagerly tell the childminder they have painted a 'red circle'.
- The childminder gets to know children's individual ways of learning very well. She assesses their achievements and plans interesting activities to support their next steps of development. She follows children's lead in their play and extends their thinking and interests effectively. For example, young children are keen to count. The childminder helps them count the dots on the colourful 'number stones'. Children use a magnifying glass to see some birds in a tree and say, 'I found one, two.'

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:

- make more use of information gathered from parents about their children's developmental starting points at registration to better inform the initial planning of activities that are more securely based on their existing skills and abilities.

Setting details

Unique reference number	2718042
Local authority	Dorset
Inspection number	10392490
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	4
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023. She lives in Weymouth, Dorset. The childminder offers care on Tuesday, Wednesday and Thursday from 7.45am until 4.30pm, and on Friday from 7.45am until 1.45pm, all year round. She is a qualified teacher. The childminder receives government funding.

Information about this inspection

Inspector

Mary Daniel

Inspection activities

- The inspector and the childminder discussed the childminder's intent for children's development, how she implements the curriculum and the impact that this has on children's learning.
- The inspector spoke with the children at appropriate times during the inspection.
- The inspector observed the interactions between the childminder and the children, indoors and outdoors, and discussed the quality of education.
- The inspector took into account the written comments made by parents.
- The inspector viewed documentation, such as safeguarding policies and records.

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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