

Childminder report

Inspection date: 12 July 2023

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 build strong bonds with the childminder who knows them well. They enjoy the activities the childminder organises to nurture their interests and support their development. For example, children jump up and down in delight at song time. They join in with the words and actions modelled by the childminder, which promotes their communication skills and develops their coordination.

The childminder uses praise well to help build children's self-esteem. Children show pride in their achievements. For example, they smile widely as they make patterns in play dough. Children behave well. The childminder supports children to understand the consequences of their actions to help them learn to manage their own behaviour. For example, she teaches them that sharing makes others feel happy.

Children enjoy plenty of fresh air and exercise. They run, jump and climb in the garden and enjoy regular trips into the community. They visit libraries, parks and farms to learn about the world around them. Children are independent from a young age, which builds their self-confidence. For example, they take off their own shoes and hang up their own coats. Children make good progress from their starting points and are well prepared for the next steps in their education, including school.

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

- The curriculum is well designed with a focus on developing children's physical, emotional and communication skills. The childminder plans activities and trips to build on what children already know and can do. For example, she takes children to local farms to nurture their interest in animals.
- The childminder uses assessment well and follows children's emerging interests to ensure that they make good progress in all areas. She identifies any gaps in learning and discusses this with parents to arrange any necessary referrals or extra support.
- The childminder narrates children's play to give their actions meaning. She adds new words to help extend children's vocabulary and repeats back their language to help them learn to pronounce words correctly. For example, the childminder says the names of the colours children use as they enjoy art activities, and children copy her.
- Children develop a love of books. They listen intently, as the childminder reads stories to promote their literacy development. The childminder encourages them to look at the pictures and reads with enthusiasm to engage children's attention.
- Children share resources and take turns. They build friendships with other children, which develops their social skills. The childminder gives positive

encouragement when children behave well, and intervenes when children need support. For example, she gently reminds them to follow the rules when using climbing equipment.

- Children learn to take care of their environment. For example, they help to clear up toys in the garden before going inside. This helps to build a sense of responsibility and teamwork.
- The childminder plans activities to help children to develop their muscles in preparation for early writing. For example, children manipulate play dough with their hands and use their fingers to make marks on paper with art materials.
- The childminder keeps her mandatory training up to date and has a positive attitude towards continuous professional development. She accesses training online to extend her knowledge, and seeks support from external agencies when required.
- The childminder comforts children when needed to help promote their emotional well-being. However, she does not always manage transitions from one activity to another well enough. At times, this causes children to become upset because they do not fully understand what is happening next.
- The childminder uses some counting in her interactions with children. However, she does not consistently develop children's learning in mathematics. For example, she does not do enough to support them to develop an understanding of shape, space and measure.
- The childminder works with parents in all aspects of children's care and development, such as toilet training. She shares regular information with parents about their children's development and keeps them informed about the activities children take part in while they are with her.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her responsibilities in keeping children safe. She knows the signs and symptoms that might indicate that a child is at risk of abuse and how to report any concerns. The childminder follows clear procedures for any accidents and keeps parents updated. Risk assessment processes are robust. The childminder undertakes regular fire drills with children to help ensure they can quickly evacuate the building in the event of an emergency. She teaches children how to keep themselves safe, for example how to cross the road safely. The setting is safe and secure.

What does the setting need to do to improve?

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

- use consistent strategies to support children to transition from one activity to another to further support children's emotional well-being

- provide further opportunities for children to develop their understanding of basic mathematical concepts through daily routines and play.

Setting details

Unique reference number	2722508
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10300061
Type of provision	Childminder
Registers	Early Years Register
Day care type	Childminder
Age range of children at time of inspection	0 to 2
Total number of places	2
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023. She lives in Poole, Dorset. The childminder cares for children Monday to Friday from 7am until 5pm, all year round. She holds a teaching qualification.

Information about this inspection

Inspector

Lisa Large

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 provider and has taken that into account in their evaluation of the setting.
- 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.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- 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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