

Childminder report

Inspection date: 4 July 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 develop warm relationships in the care of this friendly childminder. The childminder provides a comfortable and well-organised home-from-home environment. Children are confident and happily express their wishes. The childminder is highly attentive to children's needs and supports them in developing independence as they grow older. For example, children learn special songs and actions to help them wash their hands effectively. They excitedly sing 'swirly snails, wiggly worms, butterflies' as they wash their hands and then happily exclaim, 'My hands are all clean now!' The childminder makes learning fun, and children respond very well to her.

The childminder provides children with meaningful learning across all areas of the early years foundation stage (EYFS) curriculum. She allows children to make choices in their play and also provides a range of pre-planned learning opportunities designed to promote their interests. Children are inquisitive and delight as they explore different activities, such as experimenting with mixing different coloured water using pipettes and plastic containers. The childminder allows children to explore activities at their own pace and develop their understanding as they play. Children become deeply engrossed and concentrate for extended periods of time.

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

- The childminder provides a broad and ambitious curriculum. Children take part in interesting experiences and learn a range of skills. The childminder considers what children need to be able to do before they move on to school and uses this to inform her interactions with older children. However, occasionally, her expectations of what younger children can do are too high and not matched closely enough to the next steps in their learning. At these times, children can find it difficult to answer questions as they do not have the prior knowledge to do so.
- The childminder promotes children's physical development well. Children have frequent opportunities to practise using their large muscles, such as through playing ball games in the garden. The childminder supports children to develop their small-muscle skills well. For example, children demonstrate good coordination and control as they use small spoons to scoop rice during their messy play.
- Children make good progress in mathematics. The childminder supports them to learn to count objects using effective strategies, such as lining them up and touching one at a time. Children learn about mathematical language as they take part in imaginative play with the childminder, including 'empty' and 'full'. Children learn new concepts quickly and include them in their play.

- Children are confident communicators. The childminder frequently introduces new vocabulary to children as they play, such as 'volcano' and 'lava'. She engages children in discussions and uses questioning well to help them express their ideas. Children respond well to the childminder and are eager to share their ideas with her.
- Children are respectful towards each other and enjoy being helpful. The childminder has established good routines and has high expectations for what children can do for themselves. For instance, they happily help to tidy up the playroom after lunch and carefully put toys away.
- The childminder recognises the need to work effectively with other professionals. She finds out about the other settings children attend. However, she has not yet developed effective links with these settings to share information on children's development and ensure a consistent approach to supporting their individual needs.
- The childminder reflects well on her practice. She confidently discusses how she has deepened her knowledge of the EYFS and completes research on how to support children with specific additional needs. She regularly makes changes to her practice and talks about the impact this has on children. For example, she has changed her practice in how she supports children learn to climb more effectively.
- Parents speak highly of the childminder. They comment on her caring nature and appreciate how well she gets to know their children. The childminder actively seeks out parents' opinions on her provision and takes on board parents' feedback. For example, she has recently improved her information-sharing processes with parents and now provides more detailed information about their child's day.

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:

- refine the delivery of the curriculum to ensure that it builds more effectively on what children already know and need to know next
- strengthen information-sharing with other settings and professionals to ensure a consistent approach to supporting children's individual needs.

Setting details

Unique reference number	2726380
Local authority	Dorset
Inspection number	10398515
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	2 to 10
Total number of places	6
Number of children on roll	10
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Sherborne, Dorset. She operates from Monday to Friday, from 7am to 6pm, throughout the year. She holds a relevant level 3 qualification. The childminder provides government-funded childcare places.

Information about this inspection

Inspector

Leanne Edge

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The inspector and the childminder discussed how the childminder organises her early years provision, including the aims and rationale for her EYFS curriculum.
- The children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and the children.
- 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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