

Childminder report

Inspection date: 31 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 are cared for in a welcoming, comfortable home. They relate happily to the friendly, caring childminder and form strong bonds with her and feel secure in her care. The childminder is keen to help children achieve and provides a well-balanced curriculum that helps them make good progress, particularly with their self-care skills. Children learn to use good manners and be helpful to others. They willingly help the childminder tidy-up toys.

Children develop good imaginations in their play and begin to use numbers in context. For example, they dress up as a doctor and pretend to help a baby doll feel better. They tell the childminder, 'The baby's temperature is 110.' Children decide the baby needs to go to hospital and use a toy telephone to call for an ambulance. They say, 'It will be here in four minutes.' Children enjoy activities which help them strengthen their physical coordination skills. They concentrate well using a small fishing rod to 'catch' the magnetic fish in a bucket of water. They laugh together as they use a handheld throw and catch set and work out how to operate the clicker switch to shoot the ball into the air and towards their friends.

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

- The childminder is keen to continue building on her knowledge of childcare and development. For example, she has completed training that has helped her learn more about managing challenging behaviour and how to help children understand and manage their emotions. She has also raised her awareness of ways to support an inclusive practice.
- Children have fun exploring colour and texture in their play. For example, they like to push their hands through the shaving foam mixture and see what happens as they add food colouring. They talk about the colours they mix and see how this changes the shade of the foam.
- The childminder promotes children's communication and language skills very well. She introduces words to increase their vocabulary and praises children as they use language effectively, such as to describe their ideas in their play. They tell her they are using 'the crab pincers' to pick up the coloured, plastic balls. Children feel the shaving foam mixture and say, 'It's fluffy' or 'It's like sticky custard'.
- Children develop good personal development skills. They are keen to find their shoes and coats and persevere at putting these on by themselves. They know to wash their hands before eating. Children learn how to keep themselves safe and know how to hold the safety knife carefully when chopping up their fruit at snack time. They know they need to put their safety belts on when going out in the car with the childminder.
- Parents comment very positively about the childminder and say she is truly

special. She keeps them well informed about their children's activities and achievements. Parents note that the childminder is very supportive and provides a warm, nurturing home environment, where their children thrive and enjoy a wide range of exciting activities that support their progress very well.

- The childminder monitors children's development well. She identifies how to help them achieve and provides motivating and purposeful activities to support their interests. She works well with parents to seek further support for children's learning and help them progress. However, at times the childminder does not adapt activities consistently well to support all children's individual levels of learning and keep their focus as best possible. For example, she talks with children about how to keep their teeth healthy. They like brushing the models of teeth she provides. Younger children join in with the brushing but then lose interest as some of the concepts of the activity, such as discussion about flossing teeth, do not engage them effectively.
- The childminder uses a calm, reassuring approach with the children. Generally, children behave well, and the childminder talks with them about being kind and helps them learn to take turns in their play. She keeps clear boundaries and uses positive reinforcement. She praises children often for their achievements and supports them to gain good self-esteem.
- Children enjoy developing their understanding of the world. For example, they like going for walks with the childminder to local woods, where they listen to the different sounds, such as hearing the rain falling on the trees or the wind blowing the leaves. The childminder sees their interest in dinosaurs and takes them to see a display at a local museum, where they saw dinosaur footprints. Children recall this visit and say, 'We saw a huge one.'

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 the organisation of activities to give more focus to all children's differing abilities and help them stay engaged in play consistently well.

Setting details

Unique reference number	2729232
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10398141
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 4
Total number of places	4
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023. She lives in the Burton area on the outskirts of Christchurch, Dorset. The childminder offers care from 7.30am to 5.30pm, Monday to Thursday, all year round.

Information about this inspection

Inspector
Mary Daniel

Inspection activities

- The inspector observed children's interactions in play indoors and outdoors and discussed their learning and development with the childminder.
- The inspector and the childminder completed a joint observation of an activity and discussed the quality of education provided.
- The inspector viewed a sample of documentation, such as the childminder's training certificates and her safeguarding policy.
- The inspector took into account the written comments from parents.

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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