

Childminder report

Inspection date:

5 September 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 love being in the care of this childminder. She provides a warm, engaging and well-structured learning environment. The childminder supports children's communication skills effectively by modelling language and encouraging conversation through play. For example, she names objects clearly and uses questions to extend children's thinking, such as exploring why a hammerhead shark has its name. She gently corrects misconceptions and introduces new vocabulary, helping children build their understanding of the world. Children enjoy a range of activities, like puzzles, and the childminder uses these to promote their independence and problem-solving. She skilfully supports these activities with thoughtful prompts to guide children without taking over.

She accurately assesses children's development and tailors her support to meet individual needs, such as strengthening fine motor skills through creative tasks and hands-on resources. Her settling-in process is responsive, ensuring that children feel secure and confident in her care. Children quickly become comfortable, exploring the environment and interacting with others in age-appropriate ways. The childminder's calm and consistent approach helps children develop socially, emotionally and physically, preparing them well for future learning. Parents appreciate her clear communication and the effective partnerships she builds to support each child's well-being and progress.

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

- The childminder has developed an ambitious curriculum that effectively prepares children for their next stage in learning. She places an emphasis on supporting children's social development, ensuring that they gain the confidence and skills needed to interact with others, follow routines and build relationships. Regular attendance at local playgroups further enhances children's readiness for school by providing consistent opportunities to practise these skills in a wider social context.
- Teaching is consistently good. The childminder follows children's interests to extend their learning, using everyday moments to model language and promote their thinking. For example, when children explore toy animals, she encourages them to categorise sea creatures and gently redirects their focus to support vocabulary development. She uses games to build independence and problem-solving skills, giving children time to think and guiding them with prompts such as, 'Have a look again,' when they make mistakes.
- The childminder is committed to identifying and supporting children's individual needs, including those with special educational needs and/or disabilities. She uses assessment tools effectively to pinpoint areas of development, particularly in communication and social skills. Where concerns arise, she works closely with

families and external professionals, signposting to appropriate services. This collaborative approach ensures that children receive timely and targeted support, helping them make progress and preparing them well for future learning.

- The childminder communicates with parents about healthy eating, sharing information about meals and snacks and encouraging healthy choices. She is responsive to parental preferences and works in partnership to support children's dietary needs and routines. However, she does not consistently take opportunities to actively teach and reinforce healthy food choices with children during daily routines or activities. When this happens, children do not learn the knowledge they need to make healthy choices.
- The childminder builds children's confidence through warm and trusting relationships. She reflects on her settling-in procedures to ensure that they meet individual needs, helping children feel secure and ready to explore. Children settle well, engage confidently with others and participate in activities in age-appropriate ways. They show growing independence, such as helping themselves to books and exploring the environment with increasing physical confidence.
- Children behave well and show positive attitudes towards learning. The childminder sets clear expectations and consistently promotes respectful behaviour. She gently helps children understand how their actions affect others, encouraging empathy and kindness. Through calm reminders and age-appropriate explanations, children learn to use good manners and develop a sense of right and wrong.
- The childminder builds effective partnerships with parents to support children's individual development. She communicates regularly and clearly, keeping parents well informed about their child's progress and well-being. Parents value her consistent approach, particularly in supporting children's additional needs, and appreciate the wide range of enriching experiences she provides, including outings that broaden children's learning.

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:

- promote children's understanding of healthy eating to support their choices and positive attitudes towards a healthy lifestyle.

Setting details

Unique reference number	2743362
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10419411
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 2
Total number of places	3
Number of children on roll	2
Date of previous inspection	Not applicable

Information about this early years setting

The childminder lives in Christchurch, Dorset. She operates Monday, Tuesday, Thursday and Friday, from 8am to 6pm. The childminder provides government-funded childcare 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 her early years foundation stage curriculum.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The children spoke with the inspector during the inspection.
- 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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