

Childminder report

Inspection date:

24 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

Outstanding

What is it like to attend this early years setting?

The provision is good

The childminder delivers an ambitious and well-planned curriculum that sets clear intentions for children to develop confidence, independence and self-care skills. Learning is carefully sequenced to help ensure that children make good progress, with themes such as 'Autumn' and 'All About Me' helping children to make sense of themselves, their friendships and the wider world. Children take part in rich experiences, such as visits to the library, where they meet members of their local community and engage with stories. These opportunities broaden their understanding of the world and nurture their social awareness and curiosity.

Purposeful resources, such as labelled bikes and cars, promote early number recognition, matching and problem-solving through play. Mathematical concepts are woven into everyday routines, including snack times, where children count plates and check quantities. Staff support children as they explore weighing scales, introducing vocabulary such as 'heavy' and 'light' for younger children while extending older children's understanding of balance. These purposeful interactions give children a strong foundation in early number skills and mathematical thinking.

Children demonstrate good behaviour, and staff know them well, supporting positive choices throughout the day. When potential disagreements or conflicts arise during play, staff intervene promptly and sensitively, ensuring that children feel supported and understand appropriate behaviour. This approach helps children develop self-regulation, respect for others and confidence in managing social interactions.

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

- Children enjoy being outdoors, and staff provide strong support to ensure that they engage safely and purposefully. The outdoor space offers a range of opportunities that help children develop skills across all areas of learning, including physical coordination and confidence. Children of all ages access the area, benefiting from fresh air and opportunities for risk-taking play. For example, staff supervise closely and provide encouragement, such as supporting children as they climb steps to the slide, helping them feel empowered and achieve success.
- The childminder reflects effectively on practice and meets regularly with the team to review children's progress and exchange ideas. These discussions enable staff to evaluate outcomes and identify training that strengthens their skills. As a result, professional development directly enhances teaching and secures positive learning and development for children.
- Children are encouraged to explore and investigate through hands-on activities, such as rolling apples down a tray and through guttering. These experiences

provide opportunities to explore cause and effect, supporting early scientific thinking and problem-solving skills. Children show curiosity as they predict what will happen and experiment independently, celebrating their successes and developing confidence in their abilities. Staff observe and support children's exploration, asking open-ended questions to extend thinking and language, which deepens understanding and encourages sustained engagement.

- Families speak highly of the setting, valuing the regular and meaningful communication with staff. Children settle quickly and feel secure, enabling them to engage confidently in learning and play. The setting provides purposeful tasks for families to complete at home, which children can then bring back into the setting to share with their peers. These activities support children to recognise similarities and differences in experiences, cultures and ideas. This promotes discussion, curiosity and respect for others. Staff reflect on and celebrate these contributions in the setting, reinforcing children's learning, fostering pride in their achievements and strengthening the partnership between home and setting.
- Children engage enthusiastically in group times and sing songs that promote counting, turn taking and language development. Staff celebrate children's contributions and skilfully adapt familiar songs, such as 'Five Currant Buns', by using apples brought into the setting. This motivates children and helps them make meaningful connections in their learning. Staff provide opportunities for children to take turns, exchange pennies and remove an apple, which builds confidence and supports early mathematical understanding. To extend the impact further, staff should review the way group times are implemented to ensure that the youngest and less confident children can participate fully and benefit from the experience.
- Staff manage snack times effectively and promote good hygiene by ensuring that children wash their hands before eating. Children develop independence and perseverance as they peel and chop their own fruit. Staff celebrate their efforts and provide sensitive support for those who find tasks more challenging, which builds children's confidence and physical skills. To strengthen practice further, staff should review routines and transitions to reduce waiting times so that children remain engaged and learning is maximised throughout the 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:

- sharpen the implementation of group activities to meet the individual needs of all children, including the youngest and less confident children
- further enhance the organisation of routines and transitions to reduce waiting times.

Setting details

Unique reference number	505534
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10399475
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 9
Total number of places	6
Number of children on roll	11
Date of previous inspection	3 December 2019

Information about this early years setting

The childminder registered in 1994. She lives in Poole, Dorset. She works with assistants and provides childcare every weekday from 7.30am to 5.30pm, 46 weeks of the year. The childminder provides government-funded places. She has a level 3 qualification and her assistants hold early years qualifications at level 2.

Information about this inspection

Inspector

Chris Langdon-Casey

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- 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 observed the quality of education being provided, indoors and outdoors, and assessed the impact that this is having on the children's learning.
- 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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