

Childminder report

Inspection date: 21 February 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are eager to learn and explore new resources. They spend good periods of time engaged in their play. Younger children show curiosity and delight as they explore the sounds that different musical instruments make. For example, they tap excitedly on a xylophone with a mallet and shake shakers. Toddlers work out how to make music boxes play. They develop their small hand muscles in preparation for early writing, as they learn that by turning buttons, they can make a noise.

Children feel secure in the childminder's home and form close relationships with her. They follow the childminder if she leaves the room momentarily and sit on her lap for a cuddle and reassurance after a nap. Children are settled, comfortable and well cared for.

Since the COVID-19 pandemic, parents drop off their children at the door. The childminder ensures that these handovers are not rushed. She keeps parents well informed about their child's day-to-day activities and progress regularly. For instance, she completes diaries daily and sends photos for each child, so their parents can see what their child has been doing throughout the day and support their children's learning at home.

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

- The childminder knows the children well. She has a good awareness of child development and what she would like children to learn. However, some of the activities the childminder provides are not focused sharply enough on what children need to learn next so that she can target her teaching more precisely to help them make the best possible progress.
- The childminder provides children with opportunities to develop physically outdoors. For instance, they enjoy walks daily and frequent visits to local parks and soft play centres. The childminder uses the opportunities to talk about the outdoor environment during these outings, enhancing children's awareness of the world around them.
- The childminder reflects on her provision continuously. She works with other childminders and her local authority early years adviser to improve her practice. The childminder has recently developed her knowledge and understanding of new strategies to support children's speech and language development. For example, she recognises the importance of songs and singing to help children who learn English as an additional language to learn new words. However, communication and language strategies are not applied consistently. The childminder does not always use these strategies with younger children to support their early stages of speech development.
- Parent partnerships are strong. Parents praise the childminder and comment

that she is 'attentive to their children's needs' and 'gives good advice'. Parents appreciate the daily photos and communication from the childminder, which helps them feel well informed. They say that their children have settled quickly, grown in confidence and learned how to be sociable with others.

- The childminder changes her environment to suit children of varying ages. For example, she ensures there are resources that younger children can use to pull themselves up on and strengthen the muscles they need for walking. The childminder supports the youngest children well to become mobile.
- The childminder responds to children's individual needs quickly and ensures that children are happy and settled. She follows children's own routines and is intuitive when they need a nappy change or become tired or hungry. The childminder recognises the impact of using a dummy can have on children's development of speech. She uses distraction strategies to help children to become less reliant on dummies.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps up to date with changes in child protection legislation by completing mandatory training. She has a good understanding of the signs that may indicate children are at risk of harm. The childminder knows what to do if she identifies any concerns about children, including documenting and reporting to other professionals. She knows the procedures to follow if an allegation is made against her or a member of her household. The childminder risk assesses her house daily and adapts this when she cares for younger children. During mealtimes, she cuts up children's food into smaller pieces to minimise any choking hazards and supervises children closely.

What does the setting need to do to improve?

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

- ensure activities are more sharply focused on what children need to learn next to help them make the best possible progress
- focus teaching more precisely on children's next steps in communication and language to support their early stages of speech development.

Setting details

Unique reference number	EY101274
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10265214
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 16
Total number of places	6
Number of children on roll	10
Date of previous inspection	30 May 2017

Information about this early years setting

The childminder registered in 2002 and lives in Christchurch, Dorset. She is open from 7.30am to 6pm, Monday to Friday, all year round. The childminder offers funded early education for two-, three- and four-year-old children. She holds a relevant qualification at level 3.

Information about this inspection

Inspector

Rachel Cornish

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The childminder spoke to the inspector about how the curriculum is organised.
- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The inspector carried out a joint observation of an activity with the childminder.
- The inspector took account of parents' written and verbal feedback.
- 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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