

Childminder report

Inspection date: 4 June 2024

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

The childminder is warm and caring and children settle quickly in her care. Children understand the expectations of the setting. They easily recall rules that are in place to help keep them safe, such as being mindful of others when running around outside. Children share and take turns and build strong bonds with the childminder, her assistant and each other. The childminder speaks to children calmly and praises their achievements to help develop their self-esteem.

The curriculum is well organised to help ensure children have the skills they need to succeed in their future lives and at school. The childminder prioritises outdoor play and exploration to teach children about the world around them. For example, children learn the names of the birds that visit the garden and what they like to eat, add fruit peelings to the compost heap and look for insects under rocks. Children develop their gross motor skills as they run around the garden, navigating space well.

The childminder nurtures children's communication and language development effectively. For example, she introduces new words as children play, shares stories and sings songs to extend children's vocabulary. She works closely with parents and external professionals to meet the needs of children with special educational needs and/or disabilities (SEND). All children make good progress from their starting points and show that they feel happy, safe and secure in the childminder's care.

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

- The childminder plans a curriculum that focuses on developing children's physical, social, emotional and language skills. She identifies that children learn best when they feel happy and secure and works closely with parents from the outset to ensure that she has all the information she needs to help children to feel settled.
- The childminder has a strong knowledge of child development. She observes children's learning to identify any gaps in their development and takes swift action to help to close them. She makes appropriate referrals, where needed, to external agencies and works in partnership with parents and other professionals to provide continuity of care. For example, she uses the recommended systems to support children with SEND to communicate using pictures.
- The childminder uses extra funding she receives to support the development of the intended children, for example to buy specialist equipment. This helps to ensure that all children can access the indoor and outdoor areas and join in with the activities on offer.
- Children learn good manners and speak to others with kindness and respect.

They follow the routines of the setting and take responsibility for small tasks to develop their self-confidence. For example, older children sweep the floor with a dustpan and brush, and all children help to tidy up when asked.

- The childminder introduces new vocabulary through stories and helps children to make sounds that support their later phonics learning in school. She reads with enthusiasm and children listen closely. She encourages children to join in to develop their confidence using language and inspire a love of reading.
- Children explore the setting confidently and make decisions about what they want to play with. They learn to be independent in preparation for school. For example, older children wash their own hands and attend to their own toileting. The childminder follows relevant guidance to support children with toilet training and shares this information with parents.
- Children learn to throw, catch and kick a ball, which develops their hand-to-eye coordination. Children enjoy drawing with pencils and crayons and use their fingers to make marks in sand. This helps to develop the skills they need for early writing.
- Children join in with the activities organised by the childminder to support their learning. Older children concentrate well. However, at times, activities are not adapted well enough to meet the needs of younger children to encourage their participation and extend their learning further.
- The childminder undertakes training to support her professional development and shares this learning with her assistant to develop his practice. For example, children demonstrate a good understanding of number following the implementation of new teaching techniques to help them understand the relationships between numbers and the patterns within them.
- Parents report that their children are happy at the setting and that the childminder provides regular updates about their children's progress. In particular, parents say that they value the outdoor focus and the provision of daily healthy meals.

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:

- focus more precisely on supporting younger children so that activities and learning opportunities are adapted effectively to reflect their learning needs.

Setting details

Unique reference number	EY219338
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10346966
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 5
Total number of places	12
Number of children on roll	13
Date of previous inspection	22 August 2018

Information about this early years setting

The childminder registered in 2002. She lives in Walkford, Dorset. The childminder regularly works with an assistant. She offers childcare from 8am to 5.30pm, Monday to Thursday, all year round. The childminder receives funding to provide free early education for children aged two, three and four years old. She holds a relevant early years qualification at level 5.

Information about this inspection

Inspector

Lisa Large

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector spoke to children to find out about their time at the setting.
- Parents shared their views on the setting with the inspector.
- The inspector carried out a joint observation of a group activity with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.

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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