

Childminder report

Inspection date: 14 March 2022

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are happy and content in the childminder's warm, friendly and welcoming home. They explore confidently and experiment with the resources, happily playing on their own, alongside the childminder and with their friends. Children learn about the natural world and how fruit and vegetables grow. They are keen to talk about their experiences with others. For instance, older children excitedly showed the inspector the fruit trees they have planted and tend to regularly.

Children develop strong relationships with the childminder and other members of her family. They show that they feel safe and secure in the childminder's care. Children behave well. The childminder gently reminds them to share with each other. Children listen and respond very well to the childminder's age-appropriate rules and boundaries.

The childminder has followed strict protocols during the COVID-19 pandemic. She changed some aspects of her practice, and these remain in place to avoid the spread of infection. For example, the childminder teaches children about good hygiene procedures from an early age. Although parents now drop children off at the gate, the childminder continues to share detailed information about children's learning. This ensures a consistent approach in supporting children's development.

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

- The childminder knows the children well. She observes them closely to find out their interests and what they know and can do. The childminder uses this information to plan a broad curriculum which focuses on what children need to learn next. She provides opportunities for children to develop their understanding of letters. For instance, when older children show an interest in mark making, she provides laminated cards so that they can copy their names. The childminder teaches younger children how to recognise and name colours in everyday situations. She encourages children to look for colours in the environment.
- The childminder supports children who learn English as an additional language well. She talks to children in English and gathers key words from parents in children's home languages. This enables the childminder to say key words in their home languages and to repeat the same word in English. Children who learn English as an additional language are confident and able to join in and make relationships with the other children in the setting.
- Overall, the childminder supports children's communication and language skills well. For instance, she introduces new words regularly to build their vocabulary, such as 'giraffe', 'purple' and 'tongue'. However, at times, the childminder does not question children effectively to support their thinking skills further.

- The childminder introduces children to different generations, such as her own parents who live next door. Children visit the connected garden to help grow fruit, vegetables and flowers. The childminder's parents often read stories to children, to help children to build their confidence and form relationships with others.
- Children take part in regular outings with the childminder to the local playgroup, parks and beaches. They meet other childminders and their children, which helps to develop their social skills. The childminder also meets with other childminders to enhance her practice and to share ideas.
- The childminder reviews her practice and makes plans for improvements to benefit the children. For example, following the start of the COVID-19 pandemic, children play and learn in a cabin outdoors. The childminder reviews the organisation of the resources in the cabin, to allow children to extend their own play and choose more freely what they would like to play with.
- When children first start, the childminder gathers a range of information from parents. For instance, she gathers details of children's individual care needs, routines and stage of development. The childminder uses a range of methods to communicate with parents, including verbal feedback and via an online app. Parents state the childminder is 'an extended part of the family' and gives the children 'her undivided attention'. They comment on how well informed they are about children's learning and progress.

Safeguarding

The arrangements for safeguarding are effective.

The childminder conducts regular checks of the areas children use and considers their safety when taking them on outings. She completes regular safeguarding training and has a clear understanding of the signs and symptoms that may indicate a child is at risk. The childminder has comprehensive knowledge of safeguarding protocols and the actions to take if there are any concerns about a child's welfare. She is mindful of a wide range of child protection issues, such as children being exposed to extreme views. She uses the required records, policies and procedures to help her support children's well-being.

What does the setting need to do to improve?

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

- provide more opportunities for children to hear and respond to thought-provoking questions, to support their thinking skills even further.

Setting details

Unique reference number	EY221760
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10125511
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 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	15 March 2016

Information about this early years setting

The childminder registered in 2002. She lives in Poole, Dorset. The childminder works with an assistant on occasions. She is open Monday to Friday, from 7.45am to 5.45pm, all year round. The childminder offers funded early education for two-, three- and four-year-old children. She holds an appropriate childcare 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 and the inspector completed a learning walk together to discuss the intentions for children's learning.
- The inspector viewed the areas of the childminder's home and gardens that children use.
- The inspector observed the quality of education and discussed the childminder's teaching practice.
- A joint observation of an activity was completed by the childminder and the inspector.
- The childminder spoke to the inspector at convenient times during the inspection.
- Parents told the inspector through written feedback how the childminder supports their children's learning and progress.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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