

Childminder report

Inspection date: 20 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 active learners who enjoy taking part in a varied range of activities which cover all areas of their development. They confidently choose what they want to do and focus well as they play. For example, they spend long periods exploring sand and water in the garden. Children are settled, happy and secure. They move around the dedicated playroom and the well-resourced garden with great confidence and seek support from the childminder when necessary. For example, they ask for help when they find it tricky to cut up fruit. Children play well together, building friendships and showing consideration for one another.

The childminder has high expectations of children. She uses a balance of child-led play and planned activities to help each one make good progress from their individual starting points. She works closely with parents to ensure that they know what their children need to learn next so that there is a shared approach to their learning. The childminder places a strong emphasis on using outdoor play and outings to support children's learning. Children learn about nature as they observe the frogs in the pond and the insects in the bug hotel.

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

- The childminder knows children well. She seeks information from their parents about what they can already do when they begin attending. She uses this information to help her establish their starting points and then assesses their progress regularly to identify what they need to learn next. She provides a wide range of resources and activities tailored to meet their learning needs and help them make good progress.
- Children are confident and self-assured. They operate independently and learn many independent skills. They cut up their fruit, pour their drinks and throw away their used paper towels after drying their hands.
- The childminder offers good support for children who are bilingual or learning English as a second language. She uses children's home languages routinely during their play. This helps their overall communication skills and values their backgrounds. For example, children confidently count in Spanish, English and Portuguese.
- The childminder uses effective teaching techniques to support children's learning. She offers lots of praise and encouragement to help them become active learners. She gives clear explanations to help children learn new facts and skills. However, occasionally she gives explanations rather than asking children what they think and encouraging them to solve problems themselves.
- Children follow good hygiene routines both indoors and outside. The childminder has set up an outdoor handwashing station so that children can keep clean without interrupting their outside play. They learn about the importance of

exercise and talk about their hearts beating fast. The childminder provides healthy snacks for children and discusses nutrition with parents to help them provide appropriate packed lunches.

- Children are well behaved. They listen to the childminder and follow instructions. For example, she explains clearly why they should not throw chalks around, and they pick them up and take them back to the chalkboard. Children share well and learn to be kind to others. They work together as they play with water and make a muddy puddle to splash in.
- Children benefit from an enabling learning environment, both indoors and outside. They can choose freely from a wide range of resources in the well-equipped playroom and the childminder ensures that the garden also provides interesting learning opportunities.
- The childminder supports children to develop good communication skills and learn new vocabulary through frequent conversations. They also enjoy listening to stories and talking about them. However, the childminder does not fully support children to start learning letter sounds. She uses a combination of sounding out and naming letters when spelling out children's names. This is confusing for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of how to protect children. She ensures that she supervises them directly at all times and talks with them about staying safe, both at home and when on outings. She confidently describes the possible signs that a child may be at risk of harm and knows what to do if she does have concerns. She has recently updated her training and understands issues such as the risks posed by extremism, county lines and online abuse.

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 solve problems for themselves to further extend their learning
- improve understanding of how to support children to begin exploring the sounds in words.

Setting details

Unique reference number	EY222452
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10264628
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 13
Total number of places	6
Number of children on roll	9
Date of previous inspection	21 June 2017

Information about this early years setting

The childminder registered in 2002. The childminder lives in Boscombe, near Bournemouth, Dorset. The childminder is available to care for children on Monday to Friday, all year round. She receives funding to provide free early years education for children aged two, three and four years. She is registered to work with assistants.

Information about this inspection

Inspector
Catherine Sample

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 provider and has taken that into account in their evaluation of the provider.
- The childminder spoke to the inspector about their intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting in writing.
- The inspector looked at relevant documentation.

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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