

Childminder report

Inspection date: 23 May 2023

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children benefit from secure attachments with the childminder. They are confident to talk to her and seek reassurance when needed. For example, children use the slide and if they become a bit nervous the childminder approaches quickly to support them. Children show a great sense of pride as they go down the slide independently. The childminder has a good knowledge of child development. She knows the children well, which helps her to plan an effective curriculum. The childminder has high expectations for the children to achieve. For example, children show an interest in insects and the childminder helps them to make a 'bumblebee bath', enabling bees to drink safely. She extends their interests by teaching the children about bees pollinating the flowers and making honey.

Children behave well. The childminder helps them to understand simple rules, such as using kind hands and sharing with friends. Children cooperate well together. For example, older children help younger children to get onto the see-saw and ensure that they are seated before moving. The childminder builds positive relationships with parents and informs them of how their children are progressing. The childminder worked through the COVID-19 pandemic and recognises that some children have needed support with their speech and forming secure attachments due to the impact of the pandemic. The childminder has worked closely with parents to support these areas of development.

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

- The childminder uses effective teaching methods to make sure that all children make good progress. She has a good knowledge of what each child knows and what they need to learn next. She plans a range of interesting activities that are linked to children's interests and abilities. For example, she provides live caterpillars so the children can learn about life cycles, such as the changing of a chrysalis into a butterfly. The childminder uses every opportunity to promote children's learning. For example, when walking to and from school to collect the other children, they talk about what they see and hear.
- The childminder teaches the children about healthy lifestyles through the importance of exercise and good hygiene routines, such as washing hands, particularly before eating. The children independently do this and understand why they need to wash away the germs. However, occasionally, the childminder does not remind children about good hygiene practices when they play with the childminder's pet dogs and their toys.
- The childminder has good methods to monitor and evaluate her provision. For example, she has completed training on 'supporting children's interests' and 'how learning happens', which has helped her in planning a good curriculum for all children. In addition, she liaises with other childminders in the area, sharing

good practice. The childminder also receives support from the early years team. Consequently, she has a good idea of her strengths and areas of her practice that she would like to develop further.

- The childminder builds positive relationships with parents and carers. The childminder works flexibly to accommodate parents' needs. She regularly seeks feedback on how the children and parents feel about the service she offers. For example, she asks parents to complete an evaluation of her practice with their children to identify anything that they would like the childminder to improve on.
- Children's emotional needs are well met. The childminder talks fondly with them about their families and pets to help them to feel secure. She helps the children to learn to respect and value others through outings in the community and meeting up with other childminders with children of similar ages. The childminder prepares them well for the next stage in their learning, including moving on to pre-school or school.
- The childminder promotes children's independence particularly well. She encourages them to make choices in their play and has resources that enable them to be independent learners. For example, children independently find the dolls and some books and take them outside into the tent. They pretend that they are going camping and think about all the things that they will need, such as blankets to keep them warm. The childminder extends their learning by asking appropriate questions.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a good knowledge and understanding of her role and responsibilities to safeguard children. She has clear procedures in place in the event of a concern about a child's welfare. The childminder teaches children how to keep themselves safe in the home and when on outings. She completes regular risk assessments and reviews these depending on the ages of the children attending.

What does the setting need to do to improve?

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

- develop children's understanding of good hygiene practices, particularly when playing with animals.

Setting details

Unique reference number	EY226948
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10264325
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	5
Number of children on roll	4
Date of previous inspection	12 June 2017

Information about this early years setting

The childminder registered in 2001. She lives in Christchurch, Dorset. The childminder provides care Monday to Thursday from 9am to 5pm throughout the year. She holds a childcare qualification at level 3.

Information about this inspection

Inspector

Lorraine Sparey

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 setting.
- The inspector reviewed appropriate documentation, such as first-aid certificates, suitability checks and training certificates, and evaluated the impact of the training on the childminder's provision.
- The inspector spoke to the childminder about her curriculum and how she plans the learning opportunities to support children's progress in their development.
- The inspector spoke with the children at appropriate times throughout the inspection and completed a tour of the premises.
- The inspector reviewed parents' written feedback that they had provided for the inspection.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

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

© Crown copyright 2023