

Childminder report

Inspection date: 3 April 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 form strong attachments with the childminder and her assistants. This enables children to feel safe and secure. Children move confidently and freely around the open spaces, both inside and outside. They explore happily, make choices about their play and benefit from the regular fresh air and exercise. The childminder has high expectations for every child. She knows where children are in their development. When children need extra help, she is proactive. She discusses her observations with their parents and ensures these children receive the support they need. For example, assistants read stories about emotions to support children that need extra support with their emotional development.

Children benefit from the childminder's well-thought-out curriculum. Older children work cooperatively to create an obstacle course. They select a range of different-sized logs to place under a plank of wood. Children communicate together well as they use trial and error to discover what works best for this task, saying, 'It's still too wobbly! It needs to be a bigger one!' Once finished, children take pride in their friends using the obstacle course. Children new to walking also relish joining in and practising their balancing skills with support from assistants. Children receive praise for their achievements. This promotes their self-confidence and perseverance to keep trying.

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

- Children's thinking and language development are supported through interactions from the childminder and her assistants. An assistant joins children playing in the mud with diggers. As they talk, she repeats their sentences correctly back to them to encourage correct pronunciation. Children show excitement to find a worm in the mud. The assistant shares their excitement. She questions children successfully to assess their understanding.
- Children make good progress in their learning. However, at times, the childminder and her assistant's interactions with children are not always targeted to children's individual development needs. As a result, learning and development opportunities do not consistently support children to build on what they already know and can do.
- The childminder plans time to reflect on practice at the end of the week with her assistants. She supports her assistants through regular supervisions, where they plan targeted goals for professional development. The childminder ensures herself and her assistants work together well as a team and share out tasks. This sets a good example for the children in their care.
- Children are encouraged to take responsibility for age-appropriate tasks. They recite a handwashing rhyme, as they wash their hands independently, which helps them know how long to wash their hands for. Older children lay the table

for lunch. They count out how many forks and knives they need and discuss where their friends usually sit. Children enjoy talking together as they eat. They behave well and demonstrate good manners. Babies practise feeding themselves with spoons, while they laugh and enjoy warm interactions with an assistant. Mealtimes are a sociable time. Children benefit from these daily interactions and opportunities for independence.

- The childminder helps children to foster healthy lifestyles. She provides them with healthy, home-cooked meals and encourages them to try new flavours. The childminder extends their knowledge and understanding of healthy foods through engaging them in conversation about fruits they enjoy. Children proudly list the types of fruits they have tried with the childminder at snack times.
- Parents are highly positive about the childminder. They say their children love attending the setting. The childminder keeps parents well informed of children's progress and next steps. She uses online apps and verbal feedback to share daily information about children's care and learning. Parents report feeling supported and that their input is valued.
- The childminder works in partnership with other settings that children attend. She shares important information about children's care and development. Children benefit from the consistency this offers.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants have a secure knowledge of safeguarding matters. They know the signs that might give cause for concern about a child's welfare. The childminder has effective procedures in place to record any concerns. She knows when and who to refer to if needed. The childminder and her assistants supervise children well. The childminder uses risk assessments and acts quickly to reduce hazards. The childminder helps children learn about how to keep themselves safe. For example, they learn about stranger danger and how to use the internet safely.

What does the setting need to do to improve?

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

- extend learning and development opportunities further so that they are consistently supporting children to build on what they already know and can do.

Setting details

Unique reference number	EY304874
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10280296
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 6
Total number of places	15
Number of children on roll	21
Date of previous inspection	16 August 2017

Information about this early years setting

The childminder registered in 2005 and lives in Lilliput, near Poole, Dorset. The childminder works with assistants. She receives funding for the provision of free nursery education for children aged three and four years. The childminder holds a qualification at level 5. She operates from 8am to 6pm Monday and Tuesday and from 8am to 2pm Thursday, all year round.

Information about this inspection

Inspector

Catherine Parker-Johns

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 provider.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder, her assistants and children.
- Parents shared their views of the childminder with the inspector.
- The childminder and the inspector discussed how the early years provision is organised, including the aims and rationale for the curriculum.
- The childminder showed the inspector the premises and discussed how safety and suitability are assured.
- The inspector sampled key documentation made available at 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.

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