

Childminder report

Inspection date: 3 February 2020

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 are happy, settled and content. They form strong attachments with the childminder and her assistants, which fosters their security and emotional well-being effectively. Children are confident communicators and eagerly share their news at circle time. They behave well. For example, they listen carefully to others and wait patiently to have their turn to talk, recognising what makes them unique.

Children learn and develop across a broad range of stimulating activities indoors and outdoors. The childminder knows children well and organises activities to follow the children's interests, such as dinosaurs. For example, children make dinosaur prints in the paint and dough, and look for items to create a dinosaur den. The childminder incorporates a rhyme about dinosaurs, which helps to support children's early literacy skills.

The childminder continually reflects on her provision, talking with her assistants and the parents, to help identify areas for improvement. For example, she has recently included more outings to widen the children's play and learning experiences. The effective two-way exchange of information between the childminder and the parents actively supports a consistent approach for children's care and learning.

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

- Children benefit from the warm, caring and nurturing environment provided by the childminder and her assistants. Children show good levels of independence. For example, younger children explore their surroundings with confidence, and the older children put their coats and shoes on themselves when going to play outdoors.
- The childminder and her assistants are sensitive to children's individual needs. They promote their emotional well-being and good health effectively. For example, they provide cuddles and reassurance for children who are not feeling well, and contact parents to collect them. This also helps to minimise the spread of any illnesses.
- The childminder and her assistants are good role models. They teach children good manners and provide them with gentle reminders to use their 'little voices' indoors. Children learn about differences and the needs of others. Older children play together with the younger children and show care and control as they push them in the trolley.
- Children make good progress in their learning and development. The childminder knows children well. She provides enjoyable and interesting learning experiences that build on what children know and can do, to help them move on to their next steps. For example, children are encouraged to use number and

count in the ball games to extend their mathematical development. However, on occasions, the childminder or her assistants start an adult-led activity with the children but then move away, and the children lose concentration in their play.

- Children's communication and language are supported well. The childminder introduces new words to build on their developing vocabulary. Children enjoy listening to a favourite story. The childminder reads in a way that excites and engages the children, and they eagerly join in to repeat familiar phrases. This helps children to develop a love of books.
- Children's physical health is promoted well. The childminder provides a healthy diet and a good range of opportunities for physically active play. However, at times, the childminder and her assistants miss chances to include the younger children in some activities, to support their learning fully.
- The childminder carries out home visits when children first start, to help her learn about their individual needs. Parents receive regular updates about their children's progress. The childminder actively encourages parents to be involved in their children's learning. For example, parents borrow books to read with their children and send in 'wow' moments of their children's achievements at home. Parents make positive comments about the care that the childminder provides. For example, they describe the childminder as always being 'welcoming, caring and flexible'.
- The childminder has a positive attitude to ongoing development. She attends regular training and cascades the learning to her assistants to help improve what she provides for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of safeguarding procedures to keep children safe. She can identify signs and symptoms which may indicate that a child is at risk of harm. The childminder is clear of her responsibility to protect children and who to contact if she is concerned about a child in her care. Her policies and procedures are shared with parents to keep them informed of her role and responsibility to keep children safe. The childminder follows clear processes to check the suitability of her assistants to work with children. She discusses safeguarding with her assistants and encourages them to attend training, to keep their knowledge up to date.

What does the setting need to do to improve?

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

- make full use of the opportunities to promote the younger children's learning to help them reach their full potential
- review the organisation of adult-led activities, to minimise interruptions and

support children's concentration fully.

Setting details

Unique reference number	EY318826
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10061653
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 7
Total number of places	9
Number of children on roll	12
Date of previous inspection	3 November 2015

Information about this early years setting

The childminder registered in 2005 and lives in Bournemouth. She operates from Monday to Friday during term time. The childminder provides funded early education for three- and four-year-old children. She holds an early years foundation degree. The childminder works with assistants.

Information about this inspection

Inspector

Dinah Round

Inspection activities

- The inspector held a discussion with the childminder and her assistants to understand how the early years provision and curriculum are organised.
- The inspector viewed the play spaces and observed interactions between the childminder, the childminder's assistants and the children.
- The inspector looked at a sample of the childminder's documentation, training certificates and policies and procedures.
- The inspector spoke to the children at appropriate times during the inspection.
- Parents' views were taken account of by the inspector.

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 2020