

Childminder report

Inspection date: 20 June 2025

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children flourish with this welcoming, caring, and positive childminder. The childminder and her assistant provide an inspiring environment that gives children rich experiences to help them gain the skills, knowledge, and confidence they need, ready for the next stage of their education. Children are confident, settled, and secure in the childminder's home. They thrive as they independently explore the motivating and meaningful activities the childminder provides for them. Children of all ages consistently show high levels of engagement in their play and their attitudes to learning are incredibly positive. They show a desire to learn and focus intently as they participate in the high-quality adult led activities the childminder and her assistant deliver. These stimulating learning opportunities inspire children to extend their own learning. For example, children excitedly repeat a matching game they have just played and choose to read to themselves after they have just listened to a story during group time.

The childminder helps children to develop highly advanced social skills. Young children share and take turns without support. They show they understand and value each other's strengths and abilities. For example, children say to each other 'can you help me fix this please? You're good at fixing things.' Children's behaviour is exemplary. They demonstrate respect and care for the childminder, her assistant, and their friends. They show their sense of humour as they laugh and giggle with the childminder, who encourages each child to shine as she nurtures their individual personalities.

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

- The childminder has high expectations for children's learning. She plans and delivers an ambitious curriculum that helps each child reach their full potential. The childminder has a focus on exposing children to a wealth of language. She consistently uses a wide range of vocabulary and teaches children the correct language for the different resources, animals, plants, and mathematical concepts they discover. Children's communication skills are extremely advanced. Older children confidently explain the difference between a 'cocoon' and a 'chrysalis' as they listen to 'The Hungry Caterpillar' story. Younger children correctly pronounce new and difficult words. For instance, they tell visitors 'Phenomenal is another word for good.' This gives children a strong foundation in the communication and language skills they need for school and beyond.
- Children enjoy a wealth of opportunities to help develop their understanding of their local environment. They enjoy trips to local farms and parks, regularly visit the library, and take rides on open top buses. The childminder invites other childminders and their children to her home to join in with carefully planned activities such as dance sessions. These interactions with other adults and

children support children to foster a sense of community and helps children build new relationships.

- The childminder knows the children she cares for exceptionally well. She effectively uses information from parents when children start to ensure each child's care routine is tailored to meet their individual needs. Babies and toddlers are extremely well nurtured and cared for. They show they feel safe and secure as the childminder carries them back into the playroom after a sleep. They smile as the childminder sits with them and cuddles them until they feel ready to go and explore and investigate the wealth of motivating toys and activities on offer. These secure attachments help babies develop a strong sense of self.
- The childminder maintains excellent partnerships with parents. She recognises that working together is essential to ensure children settle quickly. She creates open, informative, and honest relationships with parents right from the start. The childminder regularly shares children's learning with parents and works with them to identify any gaps in children's learning. Parents comment that their children make rapid progress, especially with their communication and language. They appreciate the guidance and support the childminder gives them on toileting, sleeping and eating for example.
- Children benefit from the childminder's passion and commitment to providing the highest quality care and education she can. She regularly attends training to enhance her already outstanding practice. She recently attended training to promote children's physical development. Following this training, the childminder created individual bags full of props and ideas for children to take home and share with their families. This helps children learn, practice, and embed a wide range of physical skills such as running, jumping, throwing, and balancing.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY369931
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10398482
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	0 to 3
Total number of places	12
Number of children on roll	11
Date of previous inspection	24 October 2019

Information about this early years setting

The childminder registered in March 2008. She works with her husband, who is a registered assistant, in Poole, Dorset. The childminder is available to care for children Monday to Friday from 7.30am to 5.30pm, all year round. The childminder holds an early years qualification at level 3. She offers government funded places.

Information about this inspection

Inspector

Mikaela Jauncey

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises with the childminder.
- The childminder joined the inspector on a learning walk and talked about her curriculum and what she wants children to learn.
- The childminder talked to the inspector throughout the inspection and discussed how her curriculum is planned and implemented and how children's progress is monitored.
- The inspector took the parents' views into account.
- The childminder carried out a joint observation of a communication and language activity with the inspector.
- The inspector observed interactions between the childminder, her assistant, and children, throughout the inspection.
- Children spoke to 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.

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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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