

Childminder report

Inspection date: 18 July 2024

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 very happy and settled in the care of the childminder and her assistant, with whom they develop warm and trusting relationships. They join in the activities with interest and enjoy creating their own ideas and using their imagination. For example, children construct volcanoes in sand, dig up hidden treasure and serve toy ice creams in the play hut. The childminder and her assistants join in to encourage children's ideas and engagement, such as by providing coins for them to count and buy with, and talking about the flavours of ice cream.

Children benefit from an exciting curriculum to support them in achieving well. For example, they explore growth in the vegetable garden, where they dig up and wash vegetables. They study wildlife and use pictures and books to find out more facts. Children benefit from lots of outdoor play and learning in the large garden and marquee. This allows the more active children to learn and engage well in their preferred environment. Children develop very positive attitudes and behaviour. They have good social skills and manners and play kindly together. The childminder and her assistants are good role models who treat children with respect and provide gentle guidance. They help children to learn about how to keep themselves and others safe in their play.

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

- The childminder has a clear understanding of what she wants children to learn next to broaden their experiences and make good progress. For example, children learn about dental care through story books, exploring dental equipment and learning about healthy eating. The childminder adapts the activities well to meet the developmental needs of each child.
- The childminder and her assistants join in children's play with enthusiasm to support children's enjoyment and learning. They provide fun and challenging activities to build further on what children know and can do. For example, children dig in sand to find coloured shapes. Younger children learn the colours and names of the shapes. Older children learn more-complex shapes, such as hexagons, and count groups of shapes. Children develop new physical skills as they practise balancing along beams to build their confidence.
- Children develop the skills they need for starting school, and the childminder helps to prepare them emotionally for this. They learn to manage tasks for themselves to build their confidence and independence and develop a strong motivation to learn. Children learn routines, such as singing a song every morning about the day and month. They learn to read their names and enjoy books and stories.
- The childminder and her assistants help children to develop very healthy

lifestyles. For example, children sing an action song to help them learn thorough handwashing routines. They learn about healthy eating and taste new vegetables, such as kale. Children enjoy lots of active play to support their physical development, including riding wheeled toys and joining in music and movement sessions.

- Children learn new words regularly to build their vocabulary. The childminder and her assistants ask questions to encourage children to listen and talk. However, on occasions during some busier activities, they do not allow time for children to think and answer questions, to encourage their communication and language further.
- The childminder follows robust procedures to ensure that all assistants are suitable and prepared to fulfil their roles. She provides coaching and training to help them build on their skills. They all have a good understanding of their safeguarding roles and responsibilities, the risks to children and procedures to follow to safeguard children's welfare.
- Partnerships with parents are excellent. The childminder keeps parents closely informed throughout the day of their children's well-being and works closely with them to support children's learning. Parents provide very positive feedback regarding the care of their children. For example, they state that their children have developed a curiosity to learn more, and they have seen noticeable progress in their skills and confidence. The setting is full of warmth, kindness, joy and creativity.

Safeguarding

The arrangements for safeguarding are effective.

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

What does the setting need to do to improve?

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

- provide more time and opportunity for children to answer questions, to strengthen their communication and language skills even further.

Setting details

Unique reference number	EY387136
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10351078
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	7
Number of children on roll	14
Date of previous inspection	3 October 2018

Information about this early years setting

The childminder registered in 2008. She lives in Bournemouth, Dorset, where she regularly works with assistants. The childminder offers care during term time only from 7.30am to 5.30pm, Monday to Wednesday, and from 8am to 5.30pm, Thursday to Friday. She receives funding to provide free early education for children aged two, three and four years. The childminder holds a relevant qualification at level 5.

Information about this inspection

Inspector

Bridget Copson

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 setting.
- The childminder joined the inspector on a learning walk and talked to the inspector about the curriculum and what they intend for children to learn.
- The inspector observed activities and the quality of the childminder's and assistants' interactions with the children. She discussed the effectiveness of an activity with the childminder.
- The inspector sampled the childminder's documentation.
- The inspector spoke to children, and took account of parents' views.

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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