

Childminder report

Inspection date: 12 October 2021

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are happy and comfortable in the childminder's home. They confidently choose their play from opportunities set up by the childminder, such as sand play or toys from boxes around the room. Children have strong attachments to the childminder and their friends. They behave well, share toys and play happily alongside each other. Children are very polite and say please, and thank you with few reminders.

Children want to develop new skills. For example, older children are keen to work out how to build a 'spinning machine'. They follow the instructions from the childminder and make a simple construction, using axles, wheels, ribbon, and a crank, onto a peg board. Children solve problems and persevere as they fix different parts together. They show great excitement when the machine works. Children are confident talkers and enjoy using new words. Older children happily talk to visitors. Babies babble excitedly and listen intently as the childminder sings to them.

The childminder has considered the impact of COVID-19 (coronavirus) on young children's experiences. She has tailored her curriculum to fill some of these gaps. For instance, she plans outings in the local community to develop children's knowledge and awareness of the wider world.

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

- The childminder has a clear idea of the aims of her setting. She provides a broad curriculum that covers all areas of learning. The childminder knows the children well, including their current abilities and interests. Children gather the skills and knowledge they need for their future learning. They make steady progress from their starting points.
- Children show a positive attitude to their learning. For example, older children show delight when they can put numbers in the correct order, and count forwards and backwards. However, at times, the childminder does not adapt teaching strategies to ensure all children consistently make the best possible progress. Although children are happy to engage in activities, she misses opportunities to challenge the differing abilities of each child.
- The childminder supports children's communication effectively. For instance, during rhyme time, she repeats songs to help younger children remember them long term. Older children look forward to sharing favourite stories with the childminder. They have good imaginations as they recall and act out stories. Children sit closely to the childminder and listen intently as she reads to them. They show a keen interest in reading.
- Children's physical development is supported well. For example, they have daily

opportunities to access the outdoor area and use a range of scooters, and ride-on toys. Children enjoy taking part in exercise sessions, where they move their whole bodies in different directions. The childminder encourages children to feel their heartbeat and talks to them about the health benefits of exercises. Children begin to understand the effect that exercise has on their bodies.

- Children have good levels of independence and want to complete tasks for themselves. They find their shoes and wash their hands before eating. When children ask for help, the childminder encourages them to try first before assisting them. Children have an interest in cutting paper and colouring in their cut outs. The childminder gives clear explanations as to how to safely manoeuvre the scissors to cut the paper into body shapes.
- Parents speak highly about the childminder's care and support for their children. They say that their children are excited to go to the childminder's home, as they 'run in, without a backward glance'. The childminder keeps parents updated throughout the day by sending them photos of their children playing. However, the childminder does not share precise information with parents about what their children need to learn next or how they can help development further at home.
- The childminder completes relevant training courses regularly, to build on her own professional development. She shares good practice and ideas with other local childminders. This helps to provide children with new activities and experiences. For instance, children visit an allotment the childminder owns with a group of childminders. They grow vegetables and build on their understanding of healthy lifestyles.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her responsibility to keep children safe. She confidently talks about the signs that could indicate a child is at risk of harm. The childminder keeps up to date with current requirements through regular training and is aware of wider safeguarding issues. She knows the local referral procedures to follow if she is concerned about a child. The childminder keeps children safe in the setting and when on outings by assessing potential hazards and minimising these. Robust procedures ensure that all adults living in the household are suitable to have contact with children.

What does the setting need to do to improve?

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

- strengthen teaching strategies to consistently challenge all children even further during their play
- provide more precise information to parents about what their children need to

learn next, to help parents support their children's development at home.

Setting details

Unique reference number	EY396101
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10125682
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 10
Total number of places	6
Number of children on roll	20
Date of previous inspection	25 September 2015

Information about this early years setting

The childminder registered in September 2009 and lives in Christchurch, Dorset. She operates all year round, from 7.30am to 5.30pm, Monday to Thursday and from 7.30am to 8.45am on Friday. The childminder holds an appropriate childcare qualification at level 3. She provides funded education for children aged three and four years old.

Information about this inspection

Inspector

Rachel Cornish

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken this into account in their evaluation of the provision.
- The childminder showed the inspector the areas of her home that children access. They discussed how the childminder organises her setting and plans the curriculum and experiences for children.
- The inspector observed children and the childminder taking part in activities and assessed the impact this has on children's learning. The inspector and the childminder reflected on a learning experience for children.
- Children spoke to the inspector about what they enjoy doing at the childminder's house.
- The inspector took account of the views of parents from written feedback provided.
- Discussions were held with the childminder at appropriate times during 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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