

Childminder report

Inspection date: 4 February 2020

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

What is it like to attend this early years setting?

The provision is good

The childminder creates a warm, welcoming and homely environment where children settle quickly and feel secure. Children establish excellent relationships with the childminder. They are confident and independent learners and feel emotionally secure in the childminder's care. The childminder provides children with a relaxed routine where they happily explore a range of resources to inspire them to make independent choices in their play. She is an extremely positive role model and has high expectations for children's behaviour. The childminder responds to children's feelings and emotions, reassures children and talks with them in a positive way. She praises children frequently during their play, and encourages them to value other people.

Children make good progress from their starting points and join in enthusiastically with activities. They become deeply engaged in their play and display high levels of imagination and concentration. Children excitedly use spoons and diggers during an activity with dried pasta. Older children begin to predict how many pasta shapes would fill the childminder's cupped hands. Younger children explore the textures and shapes of the pasta with their fingers, and the sounds the pasta shapes make when they are mixed together.

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

- The childminder makes accurate observations and assessments of what children know and can already do. During adult-initiated play, she allows children plenty of time to immerse themselves in open-ended play and skilfully redirects discussion to address aspects of their next steps. For example, children show great delight as they race diggers along a ramp. The childminder encourages older children to describe what might happen if they change the height of the ramp. Children use words such as 'slower' and 'faster' to describe speed. However, during child-led activities, the childminder does not fully extend conversations effectively, to challenge children's thinking and their existing knowledge as fully as possible.
- Partnerships with parents are excellent and play an extremely strong part in meeting children's individual needs successfully. Parents speak highly of the childminder and value her input into their children's learning. They state that their children are very happy and make rapid progress, especially in behaviour and communication and language development. The childminder shares children's learning through daily photographs and observations, and she values parental contributions towards children's learning.
- The childminder promotes children's awareness of the diverse customs of different families. She supports children who speak English as an additional language well. For instance, the childminder uses key words in their home

language as well as in English. This helps children to learn English quickly, as they repeat new words and socialise with other children.

- The childminder has a novel and inspiring approach that successfully teaches children a wide range of very useful skills. For example, she teaches toddlers to climb up and come down the stairs slowly on their bottoms. Children learn impressive self-care skills and develop a can-do approach. They show exceptionally high levels of independence. Children that learn to judge and manage risks for themselves.
- Children gain excellent physical dexterity. For instance, they take part in regular dance and music sessions. Older children enjoy activating an electronic voice that sings nursery rhymes they have chosen. They stretch and twist their bodies as they act out the rhymes and dance to the music.
- The childminder collaborates effectively with other providers of settings that the children attend. This helps to provide children with consistency in their care, learning and development. For example, the childminder visits other settings and shares the next steps in children's learning.
- The childminder considers ways in which she can improve her provision. For instance, she maintains all mandatory training and has links with other childminders to share activity ideas. She gathers feedback from parents to help her identify improvements. Recent changes to the garden offer children more resources and experiences to develop their learning outdoors. However, the childminder does not always focus professional development on building on her knowledge and skills to develop her teaching practice further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a broad knowledge of child protection issues, including wider safeguarding concerns. She can identify the signs and symptoms which may indicate that a child is at risk of harm and knows who to contact if she has concerns about a child's safety and welfare. She has a good understanding of her role and responsibilities around safeguarding, and attends training to update her knowledge frequently, to keep children safe and protected from harm. The childminder carries out rigorous risk assessments of her premises and on all outings with the children to maintain children's safety highly effectively.

What does the setting need to do to improve?

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

- make the most of opportunities to challenge children's thinking and build on their existing knowledge even more
- strengthen professional development to build on knowledge and skills, to develop teaching even further.

Setting details

Unique reference number	EY399415
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10125689
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 8
Total number of places	5
Number of children on roll	12
Date of previous inspection	3 June 2015

Information about this early years setting

The childminder registered in 2009. She lives in the Canford Heath area of Poole. The childminder provides care from Monday to Friday, 6.30am to 6pm, all year round. She provides funded nursery education for two-, three- and four-year-olds. The childminder has a level 3 qualification in childcare.

Information about this inspection

Inspector

Rachel Cornish

Inspection activities

- The inspector viewed the areas of the childminder's home used by the children inside and outside.
- The inspector held discussions with the childminder at appropriate times throughout the inspection.
- Children's learning and developmental records were sampled, and the inspector tracked the progress of three children.
- The inspector sampled parents' written feedback, which was made available at the time of the inspection.
- The inspector completed a joint observation with the childminder to observe the quality of teaching.
- The inspector reviewed a range of documentation, including policies and procedures, certificates and the suitability checks of the childminder and those who live in the household.

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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