

Childminder report

Inspection date: 9 September 2024

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

The childminder is kind, caring and nurturing. Children settle quickly and build strong bonds with the childminder, who is very responsive to their needs. Children explore the setting confidently, demonstrating that they feel safe and secure. The childminder encourages children to do things for themselves from an early age to build their self-confidence and problem-solving skills. For example, babies watch a ball roll under the play kitchen and try various ways to reach it. The childminder intervenes when needed to support and extend children's play. For example, she sits across the room and plays musical instruments to encourage children to use their gross motor skills to crawl over and join in. Children smile widely as they make sounds with jingle bells and are motivated to learn.

The childminder supports children's developing communication and language skills well. She introduces new sounds as babies babble and narrates children's play to give their actions meaning. The childminder reads books to children and sings with them to help them learn new words and develop a love of reading. The childminder works closely with parents to find out what children already know and can do before they start attending. Children make good progress from their starting points and are ready for the next steps in their education, including school.

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

- The childminder organises a balanced and appropriately challenging curriculum. She quickly identifies what children need to learn next and organises suitable activities to meet their individual needs. She monitors children's learning closely to identify any gaps and has the information she needs to make appropriate referrals to external agencies, if required.
- The childminder knows children well. She sets clear expectations for behaviour and is an excellent role model. The childminder validates children's feelings to promote their emotional well-being. For example, she acknowledges children do not want their nappy changed and explains why it is necessary. She shows babies the nappy, so they know what is happening next, to help them feel secure.
- Children benefit from a wide range of trips in the local community to learn about the world around them. For example, they visit farms, nature reserves, libraries and supermarkets. The childminder uses the trips to nurture children's interests and help to ensure that all children have a variety of experiences before starting school.
- The childminder identifies that the COVID-19 pandemic has had a negative impact on children's learning and development, particularly communication and language. She takes effective steps to build and develop these skills. For example, she introduces children to stories with repetitive phrases they can join

in with and plays games that help children master specific sounds.

- The childminder has a good understanding of the skills and knowledge children need before starting school. She prepares transitional information to share with schools when children leave her setting to help them settle more quickly. Children develop a love of learning due to the childminder's calm and encouraging nature and her careful organisation of activities.
- The childminder shares information with parents about their children's development and provides them with ideas to help them extend children's learning at home. For example, children take runner beans home to learn how they grow. The childminder provides relevant information for parents to help them support children with key skills, such as toilet training.
- Children develop their gross motor skills as they learn to jump, run and negotiate space in the garden. They enjoy calming yoga sessions to develop their coordination and balance. The childminder organises a variety of activities to develop children's fine motor skills. For example, children squeeze pipettes and pick up small items with their finger tips to help develop the muscles they need for early writing.
- The childminder generally organises transitions from one activity to another well to help children understand what is happening next. On occasion, the childminder does not have the appropriate items to hand that she needs to prepare snacks and drinks, resulting in children becoming fidgety.
- The childminder undertakes ongoing training to keep her knowledge updated. For example, she has recently refreshed her understanding of working with younger children. The childminder shares ideas and good practice with other childminders who she meets regularly.
- Parents report that their children are very happy with the childminder. They say that they value the exciting trips and activities the childminder provides.

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:

- organise the necessary items in advance of mealtimes to help ensure that transitions run smoothly.

Setting details

Unique reference number	EY406469
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10351181
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 0
Total number of places	6
Number of children on roll	1
Date of previous inspection	11 October 2018

Information about this early years setting

The childminder registered in 2010 and lives in Poole, Dorset. She operates from 8am to 5.30pm, Monday to Friday, all year round. The childminder provides funded early education for babies from nine months old, as well as two-, three- and four-year-old children. She holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Lisa Large

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her early years foundation stage curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Parents provided written information to share their views of the setting with the inspector.
- The inspector observed the interactions between the childminder and children.

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 2024