

Childminder report

Inspection date: 9 January 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 have lots of fun while they play and learn. The childminder encourages children to make independent choices in their play. He helps to effectively build on children's overall skills and development. The childminder places a strong emphasis on supporting children's personal, social and emotional development. Children enjoy the broad range of exciting activities and experiences on offer and play imaginatively together. They take turns, share toys and carefully listen to what their friends and childminder say. Children are happy, behave well and enjoy the company of the childminder.

The childminder, his co-childminder and his assistant plan activities that broaden children's experiences and build on what children know and can do. Children enjoy singing songs and rhymes and exploring music and sound as key parts of their daily routines. While singing, they excitedly copy actions, join in with key phrases and move their bodies in response to rhyme. The childminder uses familiar videos to further support children's communication and language development. Children practise facial movements while repeating sounds, such as 'b', 'bee', 'boo' and 'kaka coco', using their 'big face' and 'small face'. Children develop their communication and language skills well and are learning to become confident speakers.

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

- The childminder ensures that he is aware of children's starting points and builds a curriculum which is adapted to meet children's individual learning needs. He uses planned and spontaneous opportunities to progress children towards achieving their next steps. However, on occasion, the childminder is less focused on the learning intentions. As a result, children benefit less from activities and interactions as their learning is not always fully considered.
- The childminder provides a mixture of interesting activities to motivate children. For example, he involves children in food preparation. Children learn to use safety knives and peelers, which require precision and dexterity of fingers, to help develop their fine motor skills. The childminder is enthusiastic and passionate about helping children to experience as much as possible. However, he tends to model how things work or what happens without giving children the chance to explore and find out for themselves. This does not provide opportunities to involve children in problem-solving and to develop their critical thinking skills.
- The childminder has worked on his previous recommendation to support children's understanding of mathematical concepts more consistently. He does this by counting with the children and introducing them to numbers in a variety of ways, such as using number lines, shopping tills, sign language and wooden numbers. Older children learn to use their fingers to add and subtract.

- The childminder and his co-childminder provide healthy snacks. They encourage children to wash their hands and explain why they need to do so. The childminder and his co-childminder take children out to visit local places of interest to provide rich and valuable learning about the community in which they live and their place within it.
- The childminder and his co-childminder work well together, each taking roles and responsibilities to help the days run smoothly. The assistant effectively works alongside the childminders, supporting and extending children's learning. The childminder supports his assistant well. They complete regular training together to help keep their knowledge up to date.
- The childminder closely reflects on his setting and is keen to continually improve his practice. He often meets with other childminders and their assistants to discuss ideas and good practices. The assistants are currently working together to deliver a physical development programme where all the children learn a range of good physical skills.
- Parents speak positively of the 'home from home' that the childminder provides to all children. The childminder works in partnership with parents well. He regularly discusses and exchanges information with them about their child. This ensures they are well informed about their child's day and the progress they are making. Parents comment how they value the childminder and the support he provides for them. They are clear about how to ensure continuity in children's learning at home.

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:

- focus more precisely on the learning intentions to maximise learning outcomes for all children
- enhance opportunities for children to problem solve when playing, to develop their resilience and thinking skills.

Setting details

Unique reference number	EY407902
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10305253
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 11
Total number of places	9
Number of children on roll	13
Date of previous inspection	15 February 2018

Information about this early years setting

The childminder registered in 2010. He lives in Canford Heath, in Poole, Dorset. The childminder works with his wife who is also a registered childminder at the same address. He also works with an assistant. The childminder is available to care for children from 7am to 6pm, Monday to Friday, all year round. He offers funding to provide free nursery education for two-, three- and four-year-old children. The childminder holds an appropriate childcare qualification at level 3.

Information about this inspection

Inspector

Rachel Cornish

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 childminder.
- The inspector carried out a learning walk with the childminder.
- The inspector assessed the impact of the quality of interactions and the learning opportunities he provides children.
- The inspector and childminder carried out a joint observation of an activity.
- The inspector viewed the indoor and outdoor learning environments.
- During the inspection, the inspector spoke to the childminder, co-childminder, assistant and children at convenient times and considered their views.
- Parents shared their views of the setting with 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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