

Childminder report

Inspection date: 1 September 2025

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

The childminder thoughtfully supports children's learning through a sequenced curriculum that builds on what children already know and prepares them for what comes next. For example, she uses building blocks to meet the needs of children at different stages of development. The childminder supports younger children to build their confidence playing alongside others, while for others she models language, helping them understand the meaning of 'taller' and 'shorter'. For older children, she supports them to count with accuracy, helping to prepare them for future learning. The childminder revisits activities, adding new layers of learning each time, helping children to embed knowledge and skills that benefit them over time.

Children enjoy books. They confidently enjoy talking to one another about their favourite stories. After snack, children independently select books from the shelf, make themselves comfortable on a mini sofa and look through the pages of 'The Very Hungry Caterpillar'. Young children sit and maintain their concentration as they explore tactile board books about vehicles and engines. The childminder fosters children's love of reading so they feel confident and motivated to read for pleasure. Children benefit from lots of fresh air and exercise, playing in the garden and going on walking trips to the local beach.

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

- The childminder provides an ambitious and well-planned curriculum that builds effectively on children's interests. For example, when children find caterpillars while going on walks in nature, the childminder skilfully extends the experience through books, art activities and meaningful discussions, helping children deepen their understanding of the natural world. Children explore seasonal changes through hands-on activities and expand their vocabulary as they name pumpkins and acorns at the exploration table. They experiment with coloured plastic sheets and learn how colours combine to make new colours and go on to mix their own colours using paints. These learning experiences further enhance children's creativity and understanding of colour and change.
- The childminder builds children's confidence in early reading through engaging conversations and encouraging children to independently explore books. She talks to children about books that interest them, discussing fire engines and prompting young children to recall new words that they have learned, such as 'hose'. The childminder uses a friendly and playful tone that helps children feel confident to talk.
- The childminder demonstrates a proactive approach to assessment and intervention. She works with the local authority to seek advice, completes relevant training and accurately identifies children's specific developmental

needs. She implements targeted support, including language-focused activities, helping children's communication development, boosting their confidence and expanding vocabulary. However, occasionally, these are not frequent enough to ensure children rapidly close gaps in their learning.

- The childminder actively promotes children's independence through everyday routines. During snack time, she encourages children to peel their own oranges, offering gentle reassurance and praise. When children say, 'I need help,' the childminder responds positively with, 'You can do it, yes you can!', while continuing to support younger children as needed. This approach builds children's confidence and resilience, with children proudly calling out, 'I've done it!' Children are motivated to try things for themselves.
- The childminder has high expectations of children's behaviour and responds calmly when children act outside of these boundaries. She recognises when children are getting restless and redirects their energy through engaging activities, such as dancing to music. However, she does not consistently explain to children why certain behaviours are inappropriate, so children are not able to develop a deeper understanding of how their behaviour affects others.
- The childminder works in close partnership with parents, building strong and trusting relationships that support children's development. She provides regular updates and communicates clearly about each child's individual needs. When specific areas of development are identified, the childminder works collaboratively with parents to address them, offering practical ideas and activities that can be continued at home. This consistent and responsive approach helps ensure children receive joined-up support across both the setting and home environment.

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:

- strengthen targeted support for children with gaps in their learning to ensure this is frequent enough to ensure learning gaps close rapidly
- enhance feedback to children, helping them understand how their behaviour affects others.

Setting details

Unique reference number	EY414754
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10398664
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	4
Number of children on roll	6
Date of previous inspection	5 November 2019

Information about this early years setting

The childminder registered in 2010 and lives in Bournemouth, Dorset. She operates Monday to Thursday from 7.45 to 5.30pm throughout the year. The childminder offers government-funded places.

Information about this inspection

Inspector

Jonathan Payne

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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