

Childminder report

Inspection date:

6 September 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 are excited and ready to learn as they arrive at this warm and homely setting. They happily wave goodbye to their parents and engage in play and settle very quickly. Children show they feel safe and secure with this caring and friendly childminder. The childminder provides a range of stimulating and challenging activities for the children. She values each child's uniqueness and consistently praises their efforts and achievements. This positive approach helps children behave well and form positive attitudes towards their learning.

The childminder focuses her curriculum on supporting children's emotional well-being and helping them to develop a love of learning and an interest in the world around them. Children regularly visit the zoo, different beaches, go shopping, visit a local care home, and meet up with other children at a weekly childminder group. These opportunities help build children's confidence and fuels their curiosity. Coupled with children's interests, the childminder continually builds on their skills and knowledge ready for their transition to school. For instance, older children are able to tell the childminder what foods they like and dislike at snack time, and discuss what makes them feel sad and happy.

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

- The childminder knows the children very well. She monitors their progress regularly and uses this information to carefully plan their next steps in learning. For example, she supports children to count and talk about colours to help younger children consolidate their early mathematical knowledge. She identifies any gaps swiftly and works with parents and professionals to ensure children receive the support they need to move forward.
- Children confidently use language to express themselves, share their ideas and ask questions to further their knowledge. For example, older children engage the childminder in conversations about what their toy characters are doing. They excitedly tell the childminder 'He's going into space. He's flying that rocket so fast.' Younger children love to look at the childminder's dogs. They say, 'Look, that dog is asleep, I can see her tummy.'
- The childminder continually praises children and encourages them to 'have a go' and persevere when tasks are difficult. For instance, young children independently use different cutters to chop fruit and vegetables for snack time. They beam with pride when they cut their own strawberries for the first time. Older children persevere with peeling their own oranges and proudly tell the childminder 'I did it!' This develops children's resilience and strengthens their physical dexterity.
- Parents are extremely positive about the caring, supportive, and home-from-home environment the childminder provides. They comment on how keen the

children are to come each day and the range of places they visit. Parents are appreciative of the regular communication they receive about what their children are learning and the progress they are making.

- Children show good levels of concentration and focus. The childminder sensitively reminds children of the rules and boundaries. They listen well and show the childminder respect. However, the childminder does not provide children with enough support to enable them to independently resolve conflicts with their peers, such as turn taking and sharing.
- The childminder warmly interacts with the children as they play. She skilfully engages them in lengthy conversations. These interactions help extend children's learning and widens their vocabulary. For instance, the childminder offers different resources when she notices children trying to build towers. She suggests older children try starting their towers with the 'big' and 'heavy' bricks. This supports children's understanding of mathematical concepts.
- The childminder is passionate about her role and regularly attends training to further develop her own knowledge of child development and how to extend educational experiences for children. She recently attended training on how to support children who are learning English as an additional language. This gave the childminder new teaching strategies to help all children with their communication and language skills. For example, the childminder uses cards with pictures to help children tell her what they want or need.

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:

- provide children with more support to enable them to independently resolve conflicts with their peers to further enhance their personal, social and emotional skills.

Setting details

Unique reference number	EY414839
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10357907
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 3
Total number of places	11
Number of children on roll	6
Date of previous inspection	13 December 2018

Information about this early years setting

The childminder registered in 2010 and lives in Bournemouth, Dorset. She works with an assistant on occasions. The childminder holds a relevant qualification at level 3. She operates all year round from 8.00am to 5.00pm, Monday to Friday, except for bank holiday and family holidays. The childminder provides funded early education for two-, three-, and four-year-old children.

Information about this inspection

Inspector
Mikaela Jauncey

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 inspector viewed the provision and discussed the safety and suitability of the premises with the childminder.
- The childminder joined the inspector on a learning walk and talked to the inspector about her curriculum and what she wants children to learn.
- The inspector held discussions with the childminder throughout the inspection and discussed how the curriculum is planned and implemented and how children's progress is monitored.
- The inspector spoke to children and parents.
- The inspector looked at relevant documentation relating to how the childminder monitors progress and addresses individual children's needs.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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