

Childminder report

Inspection date: 16 March 2023

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 happy and secure and build strong bonds with the childminder and each other. They behave well, share and take turns. Children follow the routines and expectations of the setting. For example, they line up to go outside and tidy away toys when asked. Children are independent from a young age. They clear their own plate after eating, put on their own coat and wipe their own nose. The childminder praises children when they give the correct answer or work out how to do something. This helps to boost children's self-esteem.

Children are active and develop their physical skills in the garden and during trips to woodland areas and parks. They run around, jump on the trampoline and ably climb on the play equipment. Children develop their fine motor skills as they pour water into different-sized containers and join in with art and craft activities.

Children use language well to express their ideas. They talk about their 'designs' as they build with building bricks, and the childminder encourages them to consider how to make them stable. Children enjoy a wide variety of books and songs to develop their literacy skills. They make good progress and are well prepared for the next stage in their education, including school.

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

- The childminder builds positive relationships with children and uses his understanding of their interests to plan activities that they will enjoy. He uses observation and assessment effectively to plan a curriculum that builds on what children already know and can do.
- All children have a good sense of belonging and positive levels of well-being. They are happy and keen to join in with the learning on offer. For example, they self-select resources independently.
- The childminder encourages children to think critically. He asks them challenging questions to extend their thinking and vocabulary. For example, he asks them how they might make their towers balance and what might happen if a butterfly only had one wing.
- Children are kind and respectful to others. When they bump into someone, they say 'sorry' without being prompted by the childminder. Children learn good manners at mealtimes, which prepares them for their future.
- The childminder has a strong focus on supporting children's communication and language development. He models clear and fluent language and introduces new vocabulary. This helps children to become confident communicators.
- The childminder supports children to learn about the world around them. For example, he points out children's shadows and encourages them to move around and watch their shadow change. This helps children to engage with the

natural world.

- The childminder names some shapes when children are playing. However, he does not consistently extend children's understanding of mathematics, such as numbers and counting, through play and activities.
- Children get plenty of fresh air and exercise to help keep them fit and healthy. For example, they climb and balance on tree trunks in the woods and enjoy action songs. This helps children to develop their physical skills and creativity.
- Children enjoy listening to stories to develop their language and literacy skills. They self-select books to read themselves and listen intently as the childminder reads to them.
- Children develop good attitudes towards their learning. They show good concentration as they draw and cut. Children remain engaged as they construct towers, using trial and error to prevent them from falling over.
- The childminder gathers the information he needs to ensure that he is able to support children's care and learning effectively. For example, he ensures that children's dietary needs are met. Mealtimes are well managed to prevent cross-contamination and to keep children with allergies safe.
- The childminder uses parental questionnaires to obtain feedback and evaluate the service he provides. Parents say that they are happy with the care their children receive and value the information they are given to support their children at home.
- The childminder continued to operate, where possible, throughout the COVID-19 pandemic. He kept in contact with the families of children who did not attend, to maintain a positive relationship and to support a smooth transition when children returned.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of the signs and symptoms that might indicate a child is at risk of abuse. He understands what procedures to follow to report any potential concerns about children to external safeguarding agencies. The childminder completes regular training to ensure that his safeguarding knowledge is up to date. He carries out daily risk assessments to make sure that the environment is safe for children throughout the day. The setting is safe and secure.

What does the setting need to do to improve?

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

- provide further opportunities for children to learn about early mathematics during daily routines and activities.

Setting details

Unique reference number	EY423062
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10264815
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	2 to 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	27 June 2017

Information about this early years setting

The childminder registered in 2011 and lives in Poole, Dorset. He works with his wife, who is also a registered childminder. The childminder operates all year round from 7.45am to 6pm, Monday to Thursday. He provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Lisa Large

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 setting.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder spoke to the inspector about his intentions for children's learning.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector carried out a joint observation at lunchtime.

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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