

Childminder report

Inspection date: 10 August 2022

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 confident, happy and safe. They develop mutual tolerance, kindness and respect for each other. The childminder teaches children to be supportive of their peers and recognise that all children are unique. Children develop positive attitudes towards others and behave well. During mealtimes, children talk confidently about their likes and dislikes. The childminder extends children's thinking and supports them to have a 'can-do' attitude when trying new foods. They make their own pizzas for snack and choose healthy toppings, and as a result they learn to recognise healthy and unhealthy food. Children learn how to brush their teeth, and develop their understanding of what foods to avoid when caring for their oral health.

Children are proud of their learning environment. They carefully tidy, sweep and wash to keep a well organised, clean and inviting play space. From a very early age, the childminder supports children to develop responsibility for their learning space. Children go home to share their learning and experiences with their parents. For example, the childminder develops children's awareness of their bodies and how to stay safe. Children talk confidently at home about the 'pants rule' that provides safe messages through playful songs and stories. As a result of the excellent partnership with parents to support children's development, parents report how confident they feel about their children's safety, well-being and learning opportunities.

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

- The childminder has a clear understanding of what children need to experience and learn to be ready for their next stage. As a result, children access a clear and well-designed curriculum to support their progress and development.
- Children are motivated to explore and work together to develop their understanding about how things work. For example, children investigate the rice tray. They agree a plan to add water to the rice to predict what might happen. Children enthusiastically check in with their plans to observe changes to the rice. They work together, scooping the sticky rice into containers.
- Children explore the garden where they can learn to skilfully bat a tennis ball. The childminder uses patient, sensitive and caring interactions to develop children's skills to bat a ball back and forth. Children show great perseverance when developing this skill, and as a result they learn to serve and bat a ball accurately to their partner.
- Children are curious about the world, ask key questions and comment on the insects they find. The childminder supports their understanding of the natural world by recalling key events and researching with the children to find out more. For example, children explore a whole sensory experience full of leaves,

branches and animals to extend their understanding of a jungle.

- Children have ample opportunities to develop their communication and language. They benefit from sharing stories, nursery rhymes and meaningful conversations. The childminder respects all children and encourages their thoughts, ideas and responses.
- The childminder evaluates her setting well, recognises her strengths and builds on opportunities to develop her own practice through the use of a reflective journal. As a result, children have access to any additional support they need. For example, the childminder accesses groups to develop her teaching skills and provide opportunities for children who need additional support to make relationships.
- Children have regular opportunities to learn and develop their mathematical skills, such as weighing and measuring rice. Children engage in solving number problems when setting the table and naturally explore mathematical concepts. On occasion, the childminder misses opportunities to progress children's mathematical vocabulary for thinking, learning and communicating.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps children safe, both in the setting and on trips. For example, she uses orange high-visibility jackets with the setting's contact details on when exploring beyond the setting. Children are taught to manage their own risks, such as checking the play environment is safe to use. The childminder can identify risks of abuse and what to do in the event that children are at risk of harm. She has a good understanding of her role and responsibility to keep children safe. The childminder accesses training to refresh her safeguarding knowledge and regularly keeps up to date with information and updates.

What does the setting need to do to improve?

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

- strengthen opportunities for children to experience mathematical language to enable them to build on key concepts to support their learning and development.

Setting details

Unique reference number	EY426863
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10217643
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 5
Total number of places	12
Number of children on roll	6
Date of previous inspection	2 May 2018

Information about this early years setting

The childminder registered in 2011. She lives in Poole, Dorset. The childminder works with an assistant. The childminder offers care from 7.30am to 5.30pm, Tuesday to Friday. She receives funding to provide free early education for children aged two, three and four years. The childminder holds a relevant qualification at level 3.

Information about this inspection

Inspector

Rebecca Lihou

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 provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- 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 inspector carried out a joint observation with the childminder.
- 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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