

Childminder report

Inspection date:

22 February 2022

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is outstanding

The childminder has a very clear vision for her curriculum and what she wants children to learn. There is a key focus on personal, social and emotional development and children's communication and language. The childminder's curriculum is extremely well targeted to extend children's learning and ensure that they excel in their development. Children show exceptional concentration and focus in all that they do. They benefit from highly effective and well-planned activities that target their interests and next steps successfully. Children show great perseverance in all that they tackle. They are independent and active learners, with strong determination to achieve.

The childminder provides a very calming environment that successfully promotes children's interest and curiosity. There is a strong sense of harmony and togetherness. Children are extremely emotionally secure and content. They flourish under the childminder's very gentle, calm approach and attitude. For their age, children show excellent behaviour and respect for others. They know to share, take turns and be kind from a young age.

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

- Children respond very positively to the childminder's calm engagement. They mirror the childminder's behaviour during their interactions, using gentle words and kindness. They are very keen to be involved in everything that takes place and help where they can. For example, at snack time, a toddler hands out the children's personal drinking cups, naming each one and placing them gently in front of them. During group activities, young children share and are considerate. They know not to snatch or take toys from others and patiently wait for their turn. They say 'please' and 'thank you' and show respectful manners.
- The childminder is a highly effective teacher. Her excellent planning of group activities and input means that all children achieve and gain from new experiences. For example, the childminder provides a learning opportunity for the young children that accommodates and considers their individual learning needs. She places herself where she can support them all. Her knowledge and high expectations for what each child can achieve mean that her input is targeted very well to increase language, exploration, curiosity and children's use of fine motor skills. Babies and toddlers concentrate for long periods, fully immersed in threading pipe cleaners and wool through dried pasta and making shakers. They watch the childminder closely before they have a go. They celebrate their successes and suggest they 'need a sticker for doing a good job'.
- From a young age, children develop very strong communication and language skills. The childminder has put recent training to very good use to ensure that she models language and use of a wider vocabulary to give children words to

their actions and to be able to express themselves. For example, when the snack mat comes out, an older baby says 'mat, mat, mat'. The childminder extends this very well by repeating 'snack mat, snack mat, snack mat'.

- The childminder uses books very well to engage children in discussion and storytelling. She encourages children to lay down, close their eyes and listen to stories to develop and extend their imagination. Young children look at books independently and talk themselves through what they see and remember.
- There are excellent partnerships with parents. The childminder works very closely with them to ensure that children receive consistency in their care. She shares ideas for continuing children's learning at home. Parents speak very highly of the childminder, particularly the methods of communication and the short 'workshops' online to help them better understand child development issues, such as managing fussy eaters, helping children move on to school and managing their behaviour.
- The childminder reviews and evaluates her service and practices very successfully. Training has targeted children's developing language very well. The childminder has assessed this aspect of children's progress in more depth to identify any delays or concerns, which means that she has been able to target her teaching to ensure that all children excel in their communication and language.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a very secure knowledge and understanding of safeguarding matters and what to do if she is concerned about the children. She knows the different signs to be alert to, including those relating to wider safeguarding issues, especially for the younger age range. She understands her responsibility to report any concerns. There is an informative policy shared with parents, so they understand her responsibilities too. The childminder provides a safe environment for children to explore indoors and out. She ensures that children understand boundaries and expectations for safe play.

Setting details

Unique reference number	EY429345
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10062673
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	6
Number of children on roll	15
Date of previous inspection	14 April 2016

Information about this early years setting

The childminder registered in 2011 and lives in Christchurch, Dorset. She operates all year round from 8am to 5.30pm, Monday to Friday. The childminder provides funded early years education for three- and four-year-old children. She works alongside another registered childminder two days a week. The childminder has an early years qualification at level 3.

Information about this inspection

Inspector
Janet Armstrong

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 childminder and the inspector discussed the childminder's curriculum and her intentions for children's learning.
- The inspector observed the quality of education being provided indoors and assessed the impact on children's learning.
- The inspector carried out a joint observation of a group activity with the childminder.
- Parents shared their views of the setting with the inspector through written letters.
- 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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