

Childminder report

Inspection date: 15 November 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 happy, confident and make good progress in relation to their starting points. They self-select toys to play with, often choosing small-world characters and puzzles. Children use their good communication skills to tell the childminder what they are doing.

Children behave well, are polite and are learning to share resources with each other. They learn a good range of skills to support the next stage in their learning. For example, younger children take pride in learning to thread wooden butterflies onto sticks. Older children mould and squeeze small pieces of malleable materials, such as dough. Children develop good dexterity.

Children develop a good understanding of some of the ways to lead a healthy lifestyle. They participate in outdoor play daily for fresh air and exercise, and learn about self-care from an early age. Children learn to take off their cardigans by themselves and follow the childminder's gentle guidance to wash hands before meals.

The childminder recognises the difficult time children and parents have had during the COVID-19 pandemic. She plans well for new children who are starting in her care. The childminder recognises that they have spent limited time away from their parents. As a result, she provides lots of support, empathy, and reassurance, to help children to settle happily.

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

- The childminder knows all her children well. She plans a broad curriculum, which takes children's changing interests and abilities into account. When children first start, the childminder talks to parents about what their children know and can do. She makes observations as children settle in, to help her organise the curriculum to meet their needs. The childminder uses children's experiences from home to help continue their development.
- The childminder works hard to establish relationships with other professionals. She seeks out advice and ideas and uses this information to support children's learning. For instance, she makes use of a toy library and selects toys based on children's needs, such as car ramps to strengthen children's core muscles.
- Children select books of interest for the childminder to read to them. They listen attentively, and the childminder asks the children questions about the story. However, at times, she answers her own questions before children have had a chance to think and respond for themselves.
- Children learn to be independent. They are eager to help and show pride when they succeed. They learn to cut up their own fruit and help to tidy up. However,

at times, the childminder intervenes too quickly when activities are challenging, rather than encouraging children to persevere. This does not allow them to practise their new skills and develop their learning further.

- The childminder takes children out regularly to develop their social experiences with other children. They attend groups together and enjoy visiting local places of interest. The childminder benefits from networking with other childminders, where they can share good practice. She also ensures that she develops professionally by attending regular training events.
- The childminder is reflective of her practice and is keen to make improvements for the children she cares for, especially those with special educational needs and/or disabilities (SEND). For example, she has identified training she plans to attend to learn new ways of teaching and to match the needs of the children, especially if a child needs additional support. This enables her to support all children to achieve good outcomes.
- The childminder develops positive partnerships with parents. This supports a shared approach to children's care and learning. Parents value the timely support for children with SEND. The childminder implements effective strategies to help children develop skills. Parents appreciate how their children have developed. They feel this is due to the support they receive from the childminder.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of child protection. She understands her role in helping to keep children safe from harm. The childminder attends regular safeguarding training to keep up to date with changes in legislation. She has relevant procedures in place, should she need to report any concerns about children's welfare. The childminder completes daily checks of her setting to ensure that it is suitable for children to use. She supervises children closely to ensure that they are safe and understand expectations for safe play.

What does the setting need to do to improve?

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

- give children more time and encouragement to think for themselves, persevere with tasks and begin to solve problems independently.

Setting details

Unique reference number	EY465389
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10236229
Type of provision	Childminder
Registers	Early Years Register, Compulsory 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	5
Date of previous inspection	12 January 2017

Information about this early years setting

The childminder registered in 2013. She lives in Muscliff in Bournemouth, Dorset. She is open Monday to Thursday, from 8am to 4pm, term time only. The childminder receives funding to provide free early education for children aged two- and three-years. She holds an appropriate childcare qualification at level 6.

Information about this inspection

Inspector

Rachel Cornish

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 setting.
- The inspector carried out a learning walk with the childminder and discussed how the curriculum is delivered.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- The inspector looked at a sample of the childminder's documentation, training certificates and policies and procedures.

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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