

# Childminder report

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Inspection date: 1 May 2025

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
|--------------------------|-------------|

|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</b> |
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|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

## **What is it like to attend this early years setting?**

### **The provision is good**

The childminder provides a welcoming, homely atmosphere. She follows a daily routine as she knows the children like to know what is happening and when. This makes the children feel safe and secure. She has a playful attitude, which the children love, and she offers help and praise in equal measure. The children, therefore, have a strong bond with the childminder and know that they will be supported. Children listen to the childminder and follow her instructions. They behave well. Children help one another without any need for adult intervention. For instance, they suggest costumes which might fit each other, when they play with dressing-up clothes. Children are learning to be respectful to one another.

The childminder arranges activities based on the children's interests and sequences her curriculum well. Children solve problems, think critically and remember what they have learned. Children of all ages make good progress in their learning and are well prepared for the next stage of their education. Children are curious and have a good attitude to learning. The childminder supports all children to reach their milestones. She tracks the progress of children and shares this with parents. Parents feel supported in ensuring that their children are school ready and comment that the childminder is 'reassuring and guiding'.

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

- The childminder makes learning interesting by using her vivid imagination and children are engaged for long periods. For example, in the garden she tells the children they are going to catch some robbers and leads them through an imaginary race against time. She gives the children instructions to jump, run, duck and climb until they get out of breath. The children delight in this game as they exclaim 'we caught the bad guys.'
- The childminder plans and implements an effective curriculum that is tailored to meet the needs of each child. She regularly observes children and uses her secure knowledge of how children learn, alongside her observations, to assess children's stages of development. She uses this information well to help ensure all children make good progress in all aspects of their development.
- The childminder places high emphasis on literacy. For example, she reads familiar stories to children with great enthusiasm and makes this an interactive experience. She asks children to predict what a character might feel like as they discuss the pictures. Children are developing an early love of books. Children build strength in their fingers as the childminder creates opportunities to use tweezers and spray bottles. This helps children with their early literacy skills, like holding a pencil.
- Children are supported well to develop their understanding of mathematical concepts, such as size, shape and colour, as well as developing their counting

skills. However, at times, the childminder does not extend children's mathematical awareness to challenge them further.

- The childminder is committed to her professional development. She evaluates her own setting and practice astutely and quickly picks up on any areas for development. The childminder attends training and engages actively with the local authority. She is keen to keep her knowledge up to date and this reflects in her good practice.
- The childminder places a strong focus on teaching children the language of feelings and emotions throughout their play and learning. Children are beginning to understand their own feelings and those of others.
- The childminder promotes children's health and well-being actively. She organises trips to local parks, where children can enjoy the outdoors. Children engage in physical exercise and explore their environment. The childminder teaches children the importance of oral hygiene and good handwashing routines. This practise helps to instil a sense of responsibility in children, and they learn how to maintain a healthy lifestyle.
- Partnerships with parents are strong and effective. Parents comment on how the childminder has helped to support their children's development. They say that their children are receiving a good start in life.

## 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:**

- strengthen opportunities for children to develop their mathematical skills, particularly number recognition.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY484863                                                                          |
| <b>Local authority</b>                             | Bournemouth, Christchurch & Poole                                                 |
| <b>Inspection number</b>                           | 10394557                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 11                                                                           |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 14                                                                                |
| <b>Date of previous inspection</b>                 | 12 September 2019                                                                 |

## Information about this early years setting

The childminder registered in 2014. She lives in Southbourne, on the outskirts of Bournemouth, Dorset. She provides childcare from 7.30am to 5.30pm, from Monday to Thursday all year round, except for four weeks personal holiday. The childminder receives funding to provide free early years education for children.

## Information about this inspection

### Inspector

Fiona Whitwell

### Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- Children spoke with the inspector during the inspection.
- 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 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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