

Childminder report

Inspection date:

24 September 2025

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children flourish in the care of the dedicated childminder. They show high levels of independence, confidence and positive attitudes to learning. The childminder forms close and friendly relationships with children and treats them with care and respect. As a result, children show kindness to others. For example, they ask, 'Are you alright?' if one of their friends falls and ensure that they get help from the childminder.

The childminder provides an inspiring curriculum that supports children's love of learning exceptionally well. She knows children very well, and there is a precise focus on what each child needs to learn next. Children build on their achievements during well-planned experiences that ignite their interest. The childminder has high expectations of children's abilities, and, consequently, they gain a strong belief in themselves and their abilities.

Children go out in the fresh air and enjoy going on 'adventures'. There are rich opportunities to explore local places of interest, including local woodland, where children find out about the natural world. The childminder encourages them to challenge themselves as they climb and balance on logs. They show great determination as they practise over and over again, beaming with pride as they climb higher and jump further each time.

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

- The childminder continually reflects on her practice with the children and says she loves her work. She has an excellent understanding of child development and continues to build on her considerable knowledge and skills.
- The childminder encourages children to lead their own play and make their own decisions. For example, as they construct a skeleton puzzle together she asks thought-provoking questions such as, 'What do you think we should do next?' She values children's responses as they work out problems confidently, extending their problem-solving skills very effectively.
- The childminder uses her curriculum to help children to make links in their learning. For example, she asks children to remember the skeletons they saw in a museum as they make a skeleton from sticks in the woods. They remember the names of the bones of a skeleton, such as the skull and ribs, and confidently know where they are in the body.
- Children are very competent communicators. They listen carefully to others and speak fluently to explain their views during the many conversations throughout the day. The childminder regularly asks their opinions so they become adept at verbalising their thoughts. She skilfully introduces new words, such as the names of trees and plants when they are on adventures to enrich and extend

their vocabulary.

- The childminder is exceptionally skilled at engaging children in books and stories. Children gather eagerly to share a book about skeletons and talk knowledgeably about what they remember in the story. They thoroughly enjoy repeating familiar phrases such as 'in the dark, dark wood', which they then repeat during a visit to the woods.
- Learning opportunities are skilfully built into daily routines. For example, children learn to name and recognise numbers attached to their lunch boxes, reinforcing their mathematical skills. The childminder takes every opportunity to use mathematical language throughout the day, so children develop a firm understanding of shapes, sizes and measurement.
- Parents speak very highly of the childminder and appreciate the two-way flow of information that supports children's learning at home. They comment positively on the engaging, diverse and inclusive activities children enjoy and say that children make extremely good progress.
- The childminder spends time ensuring that children are absolutely clear about how to stay safe when they go on adventures. Children confidently explain, 'You need to look where you are going in the woods,' and remind each other about road safety.
- There are excellent relationships with local schools. The childminder passes on useful information about children's achievements to their new teachers so that they move on smoothly. She takes account of feedback from school staff to enhance and develop her practice even further.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY546526
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10407691
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	3 to 3
Total number of places	6
Number of children on roll	6
Date of previous inspection	15 January 2020

Information about this early years setting

The childminder registered in 2017. She lives in the Canford Heath area of Poole, in Dorset. The childminder works with an assistant. She provides care on Wednesdays during term time only. The childminder has early years professional status.

Information about this inspection

Inspector

Margaret Baird

Inspection activities

- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her early years foundation stage curriculum.
- The children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this is having on the 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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