

# Childminder report

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Inspection date: 6 March 2020

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Outstanding

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

### **The provision is outstanding**

Children are highly confident and extremely eager to join in. They show excellent social skills as they keenly involve the childminder and other children in their play. The childminder builds strong and nurturing relationships with children and their families. She is an exceptional role model. The childminder successfully engages children to tidy up, wash their own hands and collect their lunch boxes as they go and sit down at a table together. This helps to promote children's independence and learn about healthy lifestyles. They understand the clear explanations and instructions the childminder gives them. The childminder promotes positive relationships and interactions. Children are exceptionally kind to one another and share resources well. The premises are exceptionally spacious and welcoming. They are organised very well, based on the children's individual needs.

The childminder has a superb understanding of how children learn best and provides a curriculum that is tailored to their interests. She has interesting conversations with them and children benefit from the many questions that she asks them. The childminder uses current interests to help children acquire new knowledge. For example, she teaches children about gravity when they notice their drink does not remain in the straw. Children learn about hibernation and migration when they talk about bears and birds. All children new learn skills confidently and are extremely well prepared for their next stage in learning and school.

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

- Children thoroughly enjoy story time. They frequently share a variety of stories that inspire and fascinate them. They listen attentively to stories and concentrate very well. Children have high-quality interactions during role play as they confidently recall familiar words and imitate the actions of the characters in their favourite stories. The childminder changes her voice as she plays alongside the children and acts out characters. This encourages children to join in actively with the stories, helping them to develop their imagination and confidence very effectively.
- The childminder weaves mathematical concepts and literacy skilfully into everyday activities. For instance, when children bake cheese scones, they follow recipes and develop a knowledge of weight and capacity by weighing the ingredients. The childminder provides additional challenges, such as encouraging younger children to sieve and stir, and older children to grate and knead to improve their physical skills. The childminder introduces words such as 'flour' and 'dough'. Even the youngest children can begin to name ingredients and understand the process of baking.
- The childminder provides children with an abundance of opportunities to socialise and explore their community. For example, they meet other children

and older people at local community groups. The children share stories and participate in singing songs with the elderly members, greatly encouraging intergenerational learning.

- The childminder keeps detailed records about children's learning. Following a parent consultation, the childminder introduced a highly secure online learning system. Parents have access to detailed explanations about their children's development. They have an excellent understanding of their children's next steps. Parents comment positively that their children are 'getting the best possible start to their education'. The childminder identifies gaps in children's learning and works closely with parents to support home learning. As a result, all children make excellent progress from their starting points.
- The childminder is dedicated to her ongoing professional development and raising the quality of children's learning. She attends a wide variety of training and shares good practice with other childminders. Since her last inspection, she has attended training to support and extend children's language and communication. The childminder is an extremely confident and effective communicator with children of different ages and abilities.
- The childminder is meticulous in her self-evaluation. She evaluates what she does continuously to ensure her practice and provision are of the highest quality. Highly effective systems are in place to seek the feedback of parents and children. For instance, since her last inspection, the childminder has enhanced her planning systems to extend her assessment of children's development. She has also identified there is scope to provide more varied and natural resources, to give children the chance to heighten their highly exciting sensory experiences.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder makes safeguarding her highest priority. She has an excellent understanding of child protection and safeguarding procedures. The childminder talks confidently about the signs and indicators that suggest a child may be at risk of abuse or neglect. She has an extremely secure knowledge of the steps to take if she has a concern about a child's well-being. The childminder is vigilant about children's safety. She ensures that she supervises children at all times by keeping them within sight or hearing. The childminder places high regard on attending training and completing her own research to ensure that her safeguarding knowledge remains up to date.

## Setting details

<b>Unique reference number</b>	EY397753
<b>Local authority</b>	Bournemouth, Christchurch & Poole
<b>Inspection number</b>	10125687
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 6
<b>Total number of places</b>	6
<b>Number of children on roll</b>	11
<b>Date of previous inspection</b>	6 June 2016

## Information about this early years setting

The childminder registered in 2009. She lives in Christchurch, in Dorset. She operates all year round from 8am to 5.30pm Monday to Thursday and 8am to 5pm Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3. She receives funding for children aged two, three and four years.

## Information about this inspection

### Inspector

Rachel Cornish

### Inspection activities

- The inspector had a tour of the childminder's home to gain an understanding of how the early years provision and the curriculum are organised.
- The inspector reviewed documentation, including planning, children's learning records and the childminder's training records and certificates.
- A joint observation was carried out by the inspector and the childminder.
- The inspector spoke to the children and the childminder at appropriate times throughout the inspection.
- The inspector reviewed written feedback from parents.

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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