

Inspection of Helen, Palumbo

Inspection date: 1 May 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy and settled in the childminder's care and feel safe and secure in her warm and welcoming home. The childminder takes the children's lead as they excitedly explore and investigate with interest. She delivers a curriculum that offers a wide range of learning opportunities, both inside and outdoors. All children make good progress in their learning.

The childminder acts as a good role model. She has consistent boundaries and encourages children to interact and share with one another as they play. Consequently, children develop good social skills and become confident learners. They behave very well.

The childminder places a strong focus on children's communication and language skills, and children are developing in this area especially well. She constantly talks to the babies, explaining what she is doing, and they respond with babbles and sounds. Older children confidently express themselves and use a wide vocabulary as they engage in conversations. For instance, children involve the childminder in their role play, asking her if she would like a coffee, and demonstrate good knowledge about crabs and where they can be found.

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

- The childminder is clear about what she wants children to learn. She provides learning experiences across all areas of learning, which children enjoy. Babies explore the environment freely, pressing buttons on resources to make noises. They learn songs as the childminder sings to them while changing their nappy and explore a range of books and stories. Older children learn about good oral hygiene. They use play dough to make teeth and learn the names of the instruments, such as the tweezers, as the childminder talks to them about going to the dentist.
- The childminder is kind and gentle in her approach. She shows the children great care and affection and is respectful when carrying out personal care tasks. She gives children choices and provides opportunities for them to listen and make their own decisions. Consequently, children enjoy their time with the childminder and express themselves well. They smile and giggle as they play and interact with the childminder and one another.
- The childminder supports children to make simple calculations as they combine groups of counters together as they begin to count and use numbers. This helps children to begin to grasp a good understanding of mathematical concepts from a young age.
- The childminder successfully extends children's understanding as she talks to them about birds of prey, such as the kite. Children eagerly engage in

conversation and identify other birds, such as an eagle. This supports children to develop a wide vocabulary. However, occasionally the childminder asks questions in quick succession without giving children the time to think about what the childminder has asked them and share their ideas.

- There are good opportunities for children to learn outdoors, to be active and engage in physical play. Children particularly enjoy playing in the mud kitchen, pretending to make pies and decorating them with herbs, such as rosemary. The childminder makes the most of spontaneous opportunities to extend children's learning. For example, as children jump on the trampoline, strengthening their core and developing their coordination, she counts the number of bounces they complete.
- The childminder teaches the children about feelings and emotions. This enables children to show empathy and provides them with the skills to help them self-regulate their behaviour. Children are beginning to understand the impact that their behaviour has on others.
- The strong partnerships the childminder has with parents ensures that children are emotionally secure and the care that they receive is consistent. The childminder very successfully supports children to settle when they first start with her. For example, she finds out information about children's routines and preferences. She shares children's progress individually with parents and works with them to meet any specific need.
- The childminder regularly reflects on her practice and the provision that she provides. She makes good use of training to develop her practices and teaching. For instance, she uses sign language with the children, which has developed their communication and understanding. She has plans to develop outside learning opportunities even further to include a forest school area and awning to provide shade so that children have more opportunities to learn outside all year round.

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:

- give children the time that they need to think about and answer questions to extend their learning and engagement in activities even further.

Setting details

Unique reference number	2663802
Local authority	Dorset
Inspection number	10339425
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	0 to 10
Total number of places	6
Number of children on roll	6
Name of registered person	Helen, Palumbo
Telephone number	
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022. She lives in the village of Thornford, near Sherborne, Dorset and operates Monday to Thursday for most of the year.

Information about this inspection

Inspector

Michelle Heimsoth

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 provider.
- The childminder talked to the inspector about her curriculum and what she wants children to learn.
- The inspector spoke to children and the childminder at appropriate times during the inspection.
- The inspector read written feedback from parents and took their views into account.
- The inspector viewed relevant documentation.

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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