

# Childminder report

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Inspection date: 19 May 2021

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

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

### The provision is good

Children enjoy a wide range of engaging activities and experiences, such as visits to the woodland and art gallery. The childminder extends children's learning well. For example, children visited a gallery and were interested in a whale sculpture. Children went on to learn about whale culling and think about what they would send in a letter to advise people against this. Children used materials to create their own version, using paint and salt dough. Children are polite and say 'please' and 'thank you' with no prompts. Children are independent and gain good skills to support their future learning. For instance, they put on their own coats and shoes and choose their own play with confidence. Children gain a good understanding of healthy lifestyles. For example, they follow good health and hygiene routines and when they feel hungry they help themselves to fruit. Children wash the fruit before use and confidently discuss that they are making sure that they wash away any germs. Children have good opportunities to develop their early reading skills. They recognise their names and enjoy regular trips to the library to access a wide range of reading materials. Overall, children play well together. For instance, they work as a team to collect sticks to build a 'camp fire'.

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

- The childminder establishes secure and trusting relationships with all children and knows them well. Children are confident and happy. They have a good sense of belonging and positive well-being.
- The childminder regularly reviews her practice. At the end of each day, she discusses the activities with the children and finds out their views on their learning opportunities. Children feel valued and listened to. The childminder uses the evaluation to plan future activities to engage and motivate the children.
- The childminder builds and maintains good partnerships with other settings that the children also attend. For example, she volunteers at a setting and supports the staff there. She shares children's learning with the staff daily. This helps to provide children with a good and consistent approach to their shared care and learning experiences.
- The childminder has a good knowledge of all seven areas of learning. She provides children with motivating opportunities to help them to make good progress. Children have a wide range of experiences to enjoy indoors and outdoors. However, the childminder does not consistently provide children with explanations of what is expected of them during changes in routine and activities.
- The childminder establishes positive relationships with parents and keeps them well informed and involved in their children's learning. For example, she routinely shares photographs of activities with them and speaks to them daily about their child's day. Parents wait outdoors when collecting their children.

However, they still receive good feedback about their child's day and this has not had a negative impact on the level of communication that they receive.

- Children have good opportunities to be imaginative. Children enjoy a wide range of role play. For example, they make up fantasies about knights, unicorns and princesses. Children are creative and enjoy activities such as painting a picture of each other.
- Overall, children behave well and they are polite. They develop good social skills. For example, they take turns 'driving' their 'bus' and listen to each others' ideas. Children have respect for each other. However, the childminder does not always build fully on children's understanding of other people's similarities and differences from around the world.
- Children have good opportunities to develop and challenge their physical skills. For example, they explore different ways to move with confidence, as they balance on tyres and wooden planks and use climbing frames. Children develop good hand-to-eye coordination. For example, they engage in activities such as using a hammer to knock golf tees into a pumpkin.
- Children have good opportunities to explore the natural world and learn about nature. For example, they make 'magic potions' using herbs, ice and flowers. Children learn about insects, such as bees, and enjoy learning about how bees make honey.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge and understanding of her safeguarding and child protection policies. This includes knowing how to help to protect children's welfare and keep them safe. The childminder knows who she would contact to seek additional advice and how she would report and follow up any safeguarding concerns. The childminder ensures that her home is safe and she is following good safety and hygiene practices, including those to minimise the risk of COVID-19 (coronavirus). Children learn how to keep themselves safe and the childminder encourages them to understand how to safely use equipment, such as knives and hammers.

## What does the setting need to do to improve?

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

- build on children's understanding of what is expected of them during changes in routine and activities
- extend the opportunities for children to develop their understanding and knowledge of other people's beliefs from around the wider world.

## Setting details

<b>Unique reference number</b>	2508084
<b>Local authority</b>	Kent
<b>Inspection number</b>	10191829
<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>	3 to 4
<b>Total number of places</b>	3
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2018. She is located in Canterbury, Kent. The childminder is currently in receipt of free additional funding for children aged three and four years. The childminder cares for children from Monday to Friday, 7.30am to 6.30pm, during term time only. The childminder holds qualified teacher status at Level 6.

## Information about this inspection

### Inspector

Kelly Hawkins

## Inspection activities

- This was the first routine inspection the childminder has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The inspector carried out a learning walk with the childminder, discussing the curriculum she provides for the children. The inspector viewed the areas of the childminder's home that children use.
- Observations were carried out by the inspector on the childminder interacting and communicating with the children.
- A sample of written documentation was reviewed, such as safeguarding policies and procedures.
- The inspector spoke to children and the childminder at convenient times and gathered feedback from parents.
- The inspector and childminder carried out a joint observation on a creative salt-dough activity.

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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