

Childminder report

Inspection date: 13 May 2021

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, settled and confident. Their well-being is supported effectively and they have good levels of self-esteem. Children enjoy motivating activities, such as baking bread weekly, and explore blending colours as they paint with water colour. The childminder ensures that all learning environments are clean, safe and secure. All safety and hygiene measures in place are effective. Parents no longer enter the premises. However, they are still provided with good communication and children are excited to arrive. Children develop good social skills. They happily share, take turns and include each other in their play. Children are polite and behave well. They say 'please' and 'thank you' with no reminders and praise each other. Children gain a good understanding of healthy lifestyles. For example, they follow good health and hygiene routines. Children are confident to sing their washing hands song, which helps them to fully understand the importance of washing away any bad germs. The childminder builds on children's individual interests and ideas to help keep them motivated and engaged to learn. For example, when children hear a woodpecker in the woodland, the childminder engages them in songs about the woodpecker and identifies other birds, such as the buzzard.

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

- The childminder gets to know individual children and their personalities well. This helps them settle confidently and quickly into their play. The childminder establishes a secure and trusting relationship with all children. They are confident to communicate their ideas. However, the childminder does not consistently give them enough time to think and then respond to her thought-provoking questions.
- There are good opportunities for children to develop their physical skills. For example, they use larger balancing and climbing equipment with confidence. Children develop good hand-to-eye coordination as they enjoy activities such as sewing.
- The childminder self-evaluates her practice effectively. She reflects at the end of each day how well she motivated children to learn. She uses her findings to support her future activity plans. This enables her to continue to provide good-quality learning experiences for all children, including those who speak English as an additional language. The childminder keeps up to date with new early years information and builds on her professional development further. For example, she carries out her own regular independent reading and research.
- The childminder builds positive relationships with parents and keeps them well informed and involved in their children's learning. For example, she routinely shares videos and photographs of the activities the children have been participating in.

- Children have good opportunities to be imaginative. They freely express themselves in a wide range of role play activities. They create their own wedding scene as they dress in wedding attire and dance together to their first dance. Children enjoy creative activities, such as using clay to make pottery and making lanterns.
- The childminder has a good knowledge of all areas of learning. She provides children with engaging activities and interesting experiences to help them learn and develop. However, she does not consistently encourage children to be independent at completing their own tasks, such as preparing their own snack.
- Children have good opportunities to explore and investigate the natural world. For example, they enjoy watching caterpillars and eagerly await their growth into butterflies. Children use tools safely to make items to care for living creatures. They build a bug house to house and observe insects and a bird table to feed and watch the birds.
- The childminder helps children to understand other people's similarities and differences. For example, children celebrate different festivals and traditions, such as Martinmas, where they plant bulbs to symbolise the change in seasons.
- Children have strong opportunities to develop their skills to support their future learning. They gain good mathematical knowledge. For instance, they confidently count and use concepts such as estimation. Children develop good early reading skills. They recognise their name with confidence.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has good knowledge and understanding of the safeguarding and child protection policies and how to help protect children's welfare and keep them safe. This includes knowing who to contact to seek additional advice and how to report and follow up any potential concerns. The childminder completes and monitors thorough risk assessments to include all areas of practice, such as trips, COVID-19 (coronavirus) practice and use of challenging equipment, like hammers and nails. Children learn how to keep themselves and others safe in an emergency. For example, they regularly discuss the practice for leaving the home quickly and safely in the event of a fire.

What does the setting need to do to improve?

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

- extend children's opportunities to develop their communication skills even further, to provide children with more time to think and respond to good questions
- create more opportunities for children to practise their independence.

Setting details

Unique reference number	EY560987
Local authority	Kent
Inspection number	10191086
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	1 to 11
Total number of places	3
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018 and is located in Canterbury, Kent. She is currently in receipt of any free additional funding for children aged three and four years. The childminder cares for children Tuesday to Thursday, from 8am to 5.30pm, during term time only. She cares for and teaches children using a Steiner approach. The childminder holds a relevant early years qualification at level 4.

Information about this inspection

Inspector

Kelly Hawkins

Inspection activities

- This was the first routine inspection the setting has received since the 2020-21 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, including policies and procedures.
- The inspector spoke to children and the childminder at convenient times and gathered feedback from parents.
- The inspector and the childminder carried out a joint observation together on a routine baking 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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