

Childminder report

Inspection date: 26 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

The childminder provides a fun and welcoming environment where children show they are happy, settled and display a strong sense of belonging. Children develop close bonds with the childminder, her assistants and their peers. They learn to do things for themselves. The childminder supports children's independence and encourages them to complete small tasks. For example, they put on their coats and wellington boots and display a can-do attitude as they change from their messy clothes into clean ones. Children have fun with the childminder and her assistants, who skilfully join in with their play. They assess the children's progress and plan to extend their learning through exciting and stimulating activities.

Children develop a love for books and stories. The childminder and assistants understand the value of children having regular opportunities to listen to stories, hear rhymes and sing songs. Children incorporate their favourite stories into their role-play games. They listen attentively to stories and rhymes and fill in the missing words that the reader deliberately leaves out.

Children's behaviour is very good. They benefit from high expectations in the childminder's home. The childminder and her assistants promote good manners and children treat their friends with respect, saying 'please' and 'thank you'. Children are highly praised for their success and gain a good sense of self-esteem. They make good developmental progress from their starting points in preparation for their next stage of learning.

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

- The childminder builds warm and worthwhile partnerships with parents to help children to settle and feel secure in her home. She gains lots of information to help her obtain a good overview of children's starting points. The childminder shares detailed information with parents about children's care and learning. This supports good continuity for children between the setting and home. Parents express that they are very satisfied with the service provided and the good support that they receive from the childminder.
- Children excitedly explore the sensory activities on offer. They use their hands to mix soapy coloured water and delight in pouring it between different containers, making 'cups of tea'. Children are introduced to new language, such as 'blue' and 'foam', to support language development. However, the childminder and her assistants sometimes miss opportunities to challenge older children's thinking skills and extend their learning further.
- The childminder offers good opportunities for children to develop their early mathematical skills. Children are encouraged to count within activities and explore and understand size, quantity and positional language.

- The childminder is reflective and regularly evaluates her childminding provision. She engages in professional discussion with her assistants to monitor their practice, share ideas and consider ways to enhance the service they provide. The childminder and assistants attend regular training to ensure their knowledge remains up to date. Additional funding is used well to help enhance children's learning and development. For example, children have benefited from a mud kitchen in the garden and enjoy rich opportunities to explore with a range of natural materials.
- The childminder and assistants use their observations of children effectively to develop children's next steps in learning. They plan a good range of physical activities to develop children's small finger movements and support their independence and early writing skills. However, they provide fewer opportunities for children to develop their larger movements, balance and co-ordination.
- Children are gaining a good understanding of healthy lifestyles. For example, they follow good health and hygiene routines and engage in discussions about healthy food choices with the childminder and her assistants. The childminder provides nutritious snacks and meals that the children thoroughly enjoy.
- Children develop a good understanding of diversity beyond their immediate family. For example, the environment has positive cultural images, books and role-play resources to explore. Children enjoy learning about different festivals and celebrations from around the world.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and assistants know what to do and who to contact if they have a concern about a child's welfare. The childminder attends safeguarding training and ensures that her assistants have an up-to-date knowledge of the signs that children may be at risk of harm. The childminder is aware of additional safeguarding issues and how to keep children safe. She follows robust recruitment procedures to ensure the suitability of staff working with children. Regular checks on the environment help the childminder to swiftly identify and eliminate potential risks to children.

What does the setting need to do to improve?

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

- build on opportunities to challenge older children's thinking skills and extend their learning even further
- focus more on developing children's large movements, balance and co-ordination.

Setting details

Unique reference number	EY558445
Local authority	Kent
Inspection number	10190602
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 5
Total number of places	9
Number of children on roll	17
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018 and lives in Ramsgate, Kent. She provides care from Monday to Friday, 7am to 5.30pm, for most of the year. Overnight care is also offered. The childminder holds a relevant childcare qualification at Level 3. She works alongside two registered assistants.

Information about this inspection

Inspector

Kimberley Luckham

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 (coronavirus) pandemic began. Inspectors discussed the impact of the pandemic with the childminder and have taken that into account in their evaluation of the childminder.
- The inspector had a tour of the premises with the childminder and discussed how the early years provision and curriculum are organised.
- The inspector observed the quality of teaching during activities indoors and outside. She assessed the impact this has on children's learning.
- The inspector held a number of discussions with the childminder and assistants about children's achievements and looked at relevant documents, including evidence of the suitability of persons living in the household and assistants.
- The inspector took account of the views of parents from their written statements provided for the inspection.

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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