

# Childminder report

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Inspection date: 24 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

The childminder provides a welcoming and nurturing environment. Children form close bonds with the childminder and each other. They feel safe and confident to approach her for a cuddle while they explore the activities she provides. The childminder has high expectations for all children. Children 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 shoes and display a can-do attitude as they try to fasten these themselves.

The childminder places a sharp focus on children's communication and language development. She is an effective role model. For example, she introduces children to a wide range of new words during their play. This supports children's growing vocabulary well.

Children behave well and are developing an understanding of sharing and turn taking. The childminder talks to the children about sharing and helps them to find ways to resolve their disagreement. She provides lots of praise and encouragement, which boosts children's self-esteem and confidence.

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

- The childminder regularly observes and assesses children's abilities through play and uses the information to identify their future learning needs. She plans activities taking these into account. The childminder has clear learning intentions in her activities for each child. However, on occasion she asks the children several questions without giving them sufficient time to think and respond.
- The childminder uses innovative methods which enable children from a young age to develop the skills they need to manage their feelings. For instance, children learn to care for African Land Snails and nurture caterpillars into butterflies. The children delight in reflecting on these experiences as they talk to one another about setting their butterflies free.
- The childminder helps children to gain good early mathematical skills. Children are challenged effectively to count and use mathematical language to describe shapes and size. The childminder supports children's early literacy skills successfully. For instance, children are inspired by a range of print and literature in the environment. They engage in various opportunities to practise their early writing and give meaning to the marks that they make. This helps to prepare children for the next stage in their learning.
- The childminder keeps parents well informed about their children's progress. For instance, she provides daily diaries and regularly discusses next steps with parents so that they can support their children at home. This helps to provide consistency of care and learning for the children. Parents state that their

children have 'developed extremely well' and that their children love to attend the setting.

- The childminder supports children to lead a healthy lifestyle. She encourages them to be physically active and ensures they follow good hygiene routines, such as washing their hands before mealtimes. The childminder promotes children's awareness of safety well and children learn to manage risks from a young age. For example, she talks to the children as she checks the safety of the garden before they go outside.
- Children learn about the similarities and differences between themselves and others. For instance, they look at display pictures and books, as well as exploring a range of multicultural resources.
- The childminder reflects on ways to improve and values the views of parents. She is passionate about providing high-quality care for children and their families. She works closely with other professionals for support, to enhance her practice and keep her knowledge up to date. She ensures that statutory training is updated. However, the childminder has not explored ways to further extend her knowledge, to continually raise the quality of her teaching.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder is able to recognise the signs and symptoms that suggest a child may be at risk of harm or abuse. She has a good understanding of wider safeguarding issues, including protecting children from extreme views or behaviours. The childminder is clear on the procedures to follow should she have a concern regarding the welfare of a child. The premises are secure and the childminder carries out checks of the indoor and outdoor environments to ensure they remain safe for children to use.

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

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

- explore more ways to broaden skills and knowledge, to continually enhance the quality of teaching
- ensure children have enough time to effectively think and respond to the questions they are asked, to help improve their learning.

## Setting details

<b>Unique reference number</b>	EY559836
<b>Local authority</b>	Kent
<b>Inspection number</b>	10190564
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	2 to 3
<b>Total number of places</b>	5
<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 and lives in Ramsgate, Kent. She offers care at various times throughout the week. The childminder holds a relevant early years qualification at level 3.

## Information about this inspection

### Inspector

Kimberley Luckham

### Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) 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 and the childminder completed a learning walk to understand how the early years provision and the curriculum are organised.
- The quality of teaching and the impact on children's learning was observed and evaluated by the inspector.
- The inspector held discussions with the childminder at appropriate times during the inspection.
- The inspector looked at relevant documentation and evidence. She took account of the views of parents through written testimonials.

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

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E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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