

Childminder report

Inspection date: 8 June 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, kind and safe in the childminder's home. They confidently explore the interesting range of activities on offer. The childminder and her assistant have high expectations for children. They are keen to teach children about the world around them. For instance, during the inspection, the assistant read a story to the children in Scottish. Older children excitedly joined in with the story as they named the animals in the book in English and Scottish. For example, they point to the owl and say 'hoolet'.

Children behave very well. They help to tidy up and are learning to negotiate and share resources. For example, they put the pens away to help clear the table ready for lunch. Older children develop a sense of humour. For instance, they joke about whose shorts they are wearing. They are skilfully learning how to express their ideas in conversations.

Outside play is important to the childminder. She is aware of the benefits to children's physical and emotional health of being outdoors in the fresh air. Children like to help look after the herbs and flowers growing in the garden. They are also excited to venture off to the park to climb the trees and explore their local community.

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

- The childminder helps children to develop their self-care skills and encourages them to be independent. Older children confidently show visitors how they wash their hands to get rid of the germs. They manage and attend to their own personal needs. For example, they put on their own shoes before going outside to play.
- The childminder and her assistant respond well to babies' babbles to encourage their vocal experimentation. They speak clearly and make good use of repetition to introduce new words and expand children's vocabulary. This supports children's speech and language development effectively.
- Partnerships with parents are strong. The childminder keeps parents up to date about the care their child receives through verbal discussions. Parents speak highly of the childminder and the good quality care and education she provides.
- The childminder is aware of the difficulties in helping children to settle as parents are not allowed into the setting at present. For example, parents drop children off at the park and collect from the home. Parents can observe their children interacting with the childminder and other children, to help reassure them. The childminder creates photograph books about the setting. These support children to settle and aim to relieve any anxiety about attending. This successfully supports children's emotional well-being.

- The childminder provides children with a stimulating environment. She ensures that they have a wide range of activities that cover all areas of the curriculum. The children enjoy making soups and pies in the mud kitchen. They remind each other that 'you have to pretend to eat it'. The childminder engages the children in discussions about healthy eating. She counts with the children and names the shapes of the items in the soup. Occasionally, the childminder does not provide enough opportunities to support older children in their early understanding of mathematical concepts, such as measure and capacity.
- The childminder offers children a wide range of focused activities to practise their physical skills and explore textures and design. Older children practise cutting with scissors. They are inquisitive and feel the texture of the glue as they stick the cut out shapes onto their paper. Children excitedly explore through their senses. However, during focused activities, the childminder does not always fully extend younger children's learning to help them develop their knowledge.
- The childminder is committed to developing her practice. She supports her assistants to develop their practice and has regular meetings with them to discuss procedures and the children's progress. The childminder completes reports for those children moving on to school. She understands the importance of working with other settings children attend to ensure children receive continuity of care and learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is aware of the importance of keeping her knowledge of child protection and safeguarding up to date. She has secure procedures in place and is aware of how to report any concerns she might have that a child may be at risk of harm. The childminder and her assistants undertake regular training. For example, they complete online training to keep up to date with any changes, including wider safeguarding concerns. The childminder and her assistant are aware of the importance of supervising and being vigilant to ensure they always maintain children's safety.

What does the setting need to do to improve?

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

- increase opportunities for older children to explore mathematics in everyday play
- focus activities more effectively on supporting younger children's learning.

Setting details

Unique reference number	EY555804
Local authority	Kent
Inspection number	10174642
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 4
Total number of places	6
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2017 and lives in Faversham, Kent. She operates Monday to Thursday from 7am to 6pm for most of the year. The childminder has two assistants registered to work with her. She holds a relevant early years qualification at level 3.

Information about this inspection

Inspector

Sara Garrity

Inspection activities

- This was the first routine inspection the provider 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 read written feedback from parents to gain their views on the service they receive from the childminder and her assistants.
- During the learning walk, the childminder and her assistant explained how they plan activities to meet the children's needs.
- The childminder explained how she monitors children's progress.
- The inspector discussed the quality of teaching with the childminder through a joint observation.
- The inspector spoke to the childminder, assistant and children at appropriate times during 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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