

Childminder report

Inspection date: 18 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

The childminder provides a warm and caring environment where children feel safe and secure. The childminder has established strong partnerships with parents. At the outset, the childminder discusses with parents their children's routines, interests and abilities. She uses this information effectively, to plan suitable activities to enable children to progress in their learning from these starting points. The childminder has clear expectations and boundaries in place to support children's behaviour. For example, children squabble about who should be first to go upstairs to the bathroom. The childminder gently suggests they take turns, which the children willingly accept. She encourages children to be polite and to say please and thank you.

Children are prepared effectively for their future learning. For instance, they concentrated on the story they chose for the childminder to read to them. They enthusiastically respond to her skilful questioning about the antics of the characters and predict what might happen next. They confidently and independently select their toys and activities from the wide range available. Children are self-assured and friendly. For example, they engage the inspector in their role play when they put a builder's hat on her head.

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

- The childminder effectively encourages children to learn to manage their own personal care. For example, they use the toilet independently, washing and drying their hands afterwards.
- Overall, children make good progress with their mathematical development. The childminder plans activities to help children learn to count but misses some opportunities to extend children's understanding and use of mathematical language. For example, she doesn't support children to recognise what is one more or less than a given number. Children demonstrate their understanding of sorting and counting in their own independent play. For instance, they decide to sort the animals onto coloured tiles and successfully count them. They recognise common shapes as they make healthy sandwiches for lunch. For example, they recognise that the cucumber slices are circles and the sandwiches are cut into triangles. They are beginning to develop an understanding of mathematical concepts. For example, a child estimated they could take eighteen bites out of a breadstick, but not that many from a small breadstick 'because that's too many bites'. The childminder encourages children to make puzzles with numbers to help them recognise and use numbers during adult-led activities and in their play.
- The childminder recognises that the sharing of information between her and the other early years settings children attend, are not yet robust. This does not

ensure a consistent approach to children's learning and development.

- Overall, the childminder supports children's language development effectively. She engages children in regular conversation throughout the day to extend and build on their communication skills. For instance, she introduces and explains the meaning of new words, such as 'dehydration.' She speaks clearly but misses some opportunities to use repetition of language to help children say words correctly.
- Children have many opportunities to explore the local countryside, and to visit places of interest. They have opportunities to play in the garden with sand and water and a range of ride-on toys to help develop their physical skills. Children are encouraged to be creative. For example, they decide to play the drums and sing, involving the childminder in their 'band'. The childminder uses the opportunity to further support their understanding of turn taking by encouraging them to choose the songs to sing.
- The childminder knows the children in her care well and can talk about their capabilities with confidence. She makes observations of children as they play and learn and uses this information to plan further, suitable activities to extend their learning.
- Parents confirm that they receive regular updates about their children's learning and progress via daily verbal conversations, conducted at a safe social distance. They receive observations and photographs of their children as they play and learn. Parents are confident in the childminder's ability to care for their children.
- The childminder is keen to further her own professional development. For example, she is a member of a forest school association and has plans to participate in webinars on a range of subjects to improve her provision.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows the signs and symptoms that may indicate a child at risk of harm, including signs of wider safeguarding concerns, such as the 'Prevent' duty. She attends safeguarding training to keep her knowledge up to date and knows who to contact should she have any concerns. Daily risk assessments are carried out before the children arrive at the provision and the premises are spotlessly clean. The childminder supports children to develop a good understanding of how to keep themselves safe. For example, when children go upstairs to the bathroom, she asks them how they do this safely. Children promptly respond, 'use the handrail'.

What does the setting need to do to improve?

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

- work more closely with other early years settings children attend to strengthen

the consistency of approach to children's learning and care

- build on the opportunities available to introduce mathematical language
- consistently repeat words and phrases back to children to help support their pronunciation skills.

Setting details

Unique reference number	EY554566
Local authority	Kent
Inspection number	10174774
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	3 to 8
Total number of places	6
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018. She lives in Leigh, near Tonbridge, Kent. The childminder works from 7am to 6pm, Monday to Friday, all year round.

Information about this inspection

Inspector
Jill Thewlis

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 provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector viewed the parts of the premises used for childminding and discussed the planned learning.
- The inspector observed the interactions between the childminder and the children and together, they discussed the learning that took place.
- The inspector viewed a range of documents relating to suitability, safeguarding and record keeping.
- The inspector spoke to parents over the telephone, and to the children.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

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

© Crown copyright 2021