

# Childminder report

---

Inspection date: 2 July 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**

Children are inquisitive and relish opportunities to explore indoors. They feel safe and are eager to engage with others as they investigate their chosen activity. For instance, children use different-sized scoops to fill containers as they practise their physical skills. They enjoy the feel of the lentils and comment on the sounds they make as they tap on the sides of the containers. The childminder is keen to allow children to develop their activities. For example, younger children enjoy bathing their dolls in the lentils, while the older children use a magnifying glass to look at shapes.

The behaviour of the children is good and appropriate to their developmental level. Older children are sensitive to younger children's needs. For instance, they show them how to shape a tube out of dough. The children enthusiastically show the childminder the faces they have shaped in the dough. The childminder encourages them to talk about the different features and if they are happy or sad. Children are learning about how to express different emotions.

Children have lots of opportunities to play and learn outside. For instance, they are keen to go to the park to practise their physical skills. Children enjoy travelling on the train to visit different attractions with the childminder. They are excited to learn about their local community and the world around them.

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

- The childminder skilfully incorporates mathematics into the children's learning. For example, she rolls balls of dough with the children and encourages them to identify the biggest and smallest. Older children add and subtract the balls as they practise their counting. The children respond to the childminder's encouragement as they develop their mathematical language.
- The childminder understands the importance of exercise and healthy eating to children's overall good health. She offers children healthy snacks and talks to them about cleaning their teeth. Older children have a sense of pride as they manage to peel their own fruit. Children are developing their independence as they manage their personal needs, such as handwashing and toileting.
- The childminder has a clear understanding of children's next stages of learning. She recognises the importance of supporting children with their communication and language skills. She makes strong use of repetition as she introduces new words and supports children with the correct pronunciation of words. For instance, they talk about the 'tap tap' as they listen to the tapping noise that the lentils make as they fall on the table.
- Children are polite and kind to their friends. They like to help and have a good understanding of the daily routines. For example, they ask the childminder for

the tidy-up song as they put their toys away ready for snack time.

- The childminder provides children with an interesting range of books. She encourages them to point to the different insects as she reads the story. Children are eager to listen and join in. Older children enjoy retelling their favourite fairy tale. They sequence events as they explain what happens to each character as they turn the pages of the book.
- Children are creative and excited to engage with tasks. For example, they use the wooden stamps to make patterns before using them to represent candles in their cake. Children are eager to use different resources to extend their chosen activity. However, they have fewer opportunities to explore different media in order to expand their imaginative play.
- The childminder is committed to developing her practice. For instance, she completes regular online training to help her to improve the service she provides to children and their families. The childminder ensures her assistant is up to date with any required training. However, she recognises the importance of helping her to further develop their curriculum knowledge to improve their practice.
- Due to the COVID-19 (coronavirus) pandemic, the childminder does not allow the parents to enter the setting in order to reduce contact. She does ensure that they receive regular updates about their child's progress and activities they have engaged in. Parents speak highly of the childminder. They report that she communicates well with them.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder has a good knowledge of all aspects of how to safeguard children. This includes wider welfare requirements, such as the exploitation of children. She regularly completes safeguarding training. This helps her to keep her knowledge up to date to ensure she maintains children's safety and welfare. The childminder has a sound understanding of the procedures to follow in relation to safer recruitment. She ensures all adults working with children are suitable to do so. The childminder makes sure her assistant follows the setting's safeguarding policies and procedures. She supports her to keep her safeguarding knowledge updated.

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

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

- review and improve the range of resources children have to help them to explore different media and expand their creative and imaginative play
- support the assistant to further improve their teaching skills and understanding of how children learn.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                     | EY555734  |
| <b>Local authority</b>                             | Kent  |
| <b>Inspection number</b>                           | 10174946  |
| <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> | 1 to 3  |
| <b>Total number of places</b>                      | 6   |
| <b>Number of children on roll</b>                  | 7   |
| <b>Date of previous inspection</b>                 | Not applicable  |

## Information about this early years setting

The childminder registered in 2018 and lives in Birchington, Kent. She operates Monday to Friday from 8am to 5pm for most of the year. The childminder holds a relevant early years qualification at level 3. She is registered to work with an assistant.

## Information about this inspection

### Inspector

Sara Garrity

### Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken this into account in their evaluation of the setting.
- The inspector observed the childminder interacting with the children and spoke to them all at appropriate times during the inspection.
- A joint observation was carried out on an activity. The childminder fed back to the inspector the aim for the activity and the learning taking place.
- The childminder explained to the inspector how she sets out the environment to meet the needs of the children.
- The inspector read letters of reference that parents had sent to the childminder to gain their views on the service they receive.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2021