

Childminder report

Inspection date: 13 July 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 thoroughly enjoy their day with the childminder and her team of assistants. They flourish in the homely, safe and caring environment. Children make good progress in their learning as the childminder wants the best for every child. Activities offer plenty of challenge and take account of every child's interests and priority learning areas. Any gaps in children's development quickly close.

Children are inquisitive and curious. They want to find out how things work and are eager to develop their knowledge. Adults make learning enjoyable and children quickly engage and concentrate for long periods. They develop a good range of skills which prepare them well for future learning. For example, they follow instructions clearly, they ask questions and become increasingly confident in taking care of their own needs.

Children behave well. They enjoy being with their friends and show kindness and respect for one another. They develop compassion and an understanding of the needs of others. For example, they regularly go shopping and take items to the local food bank. They understand this is a service for families less fortunate than themselves and willingly share the produce they have collected. Prior to the COVID-19 (coronavirus) pandemic, children regularly visited their 'elderly friends' in the local care home. They developed strong relationships with the residents and learned how to respect the needs of others.

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

- The childminder offers a professional, well-organised service. She supervises the work of her assistants closely. They share the childminder's passion and determination to give children the very best possible start in life. All adults regularly reflect on the provision and accurately identify how they can make further improvements.
- Teaching is good. The childminder and her assistants engage in play and activities with the children. They ask questions and encourage children to work things out for themselves. This enables children to think in detail and draw on previous knowledge. For example, as children made their own play dough, they excitedly note the appearance and texture of the different ingredients, describing flour as 'soft'. They know how to mix the flour and oil together gently, as they have been shown how to do this before. They recognise they must do this slowly and with great care.
- The curriculum is broad and balanced. It covers all areas of learning and takes account of every child's learning styles and next steps of development. Activities at home are supported well through a range of outings in the local community. For example, children regularly visit places of interest, such as Hever Castle.

They learn about the local area where they live, as they enjoy drinks in the local cafe. They practise their counting skills as they choose and pay for foods in the local market.

- Children's language skills develop well. They frequently engage in conversation with the childminder and her assistants. They learn new words and vocabulary as part of topic work. For example, children confidently name the different plants and vegetables they are growing in the childminder's garden. They recognise the different ingredients they use to make their own dough.
- Children's health needs are met well. The childminder and her assistants are vigilant in providing a healthy, hygienic environment for children. Children learn the importance of keeping themselves healthy. For example, adults show them how to wash their hands effectively and use sufficient soap to prevent infection. This is made enjoyable, so children delight in showing adults their 'bubble gloves' and follow effective personal care routines.
- The childminder helps children understand simple environmental issues. For example, children clearly understand the importance of recycling items and the impact of waste on the environment. They recognise that the paper towels they use for handwashing are recycled with the food waste and packets from their snacks and packed lunches.
- The childminder and her assistants monitor children's learning and the progress they make closely. They regularly share information about this with parents. Some parents are more involved in this process than others. Not all children's learning is planned for closely with all parents' involvement. This means some vital information that parents hold about their children is not always shared and taken into consideration.

Safeguarding

The arrangements for safeguarding are effective.

Children's safety and well-being are given the highest priority. The childminder and her assistants have a good understanding of all aspects of safeguarding. They know what to do if they have concerns about a child and take relevant action. The childminder completes detailed risk assessments before all outings. Children learn about simple safety routines, such as crossing the road safely on the regular trips to the library opposite the childminder's home. The childminder and her assistants frequently check children when they are sleeping to ensure their safety. The childminder shares regular updates with parents to make sure children are always kept safe at home. For example, she offers information about car seat safety and helps parents understand the importance of keeping children safe while using social media and digital technology.

What does the setting need to do to improve?

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

- use different strategies to encourage more parents to be fully involved in the assessment process.

Setting details

Unique reference number	EY552175
Local authority	Kent
Inspection number	10190138
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	13
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018. She lives in Edenbridge, Kent. She operates all year round, from 7am to 6pm, Monday to Friday. The childminder works with a team of three assistants, who provide cover on a part-time basis. Funding is accepted for free early years education for children aged two, three and four years. The childminder and one of her assistants are qualified to level 3 in early years and childcare.

Information about this inspection

Inspector

Jo Caswell

Inspection activities

- This was the first routine inspection the childminder 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 carried out a learning walk around the home together. They talked about how children's development needs were planned for and how the home environment is used to support children's learning.
- Parents shared their feedback through face-to-face discussion and written feedback.
- Children talked to the inspector about what they most enjoy doing with the childminder and her assistants.

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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