

# Childminder report

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Inspection date: 20 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 eagerly take part in challenging activities that the childminder plans for them. For example, children show an interest in the jungle after reading a book about jungle animals. They dance to music and learn to move like different animals, such as a lion and a crocodile. Children explore different ways to make art, such as making patterns using a fork during a painting activity. Children develop their physical skills and confidently move in a variety of ways. They use climbing frames to climb and balance. During walks in the woods, they climb more challenging resources, such as trees. Children gain a good understanding of healthy lifestyles. They independently follow good health and hygiene routines, such as thorough handwashing. Children learn about the importance of good oral health as they take part in role play activities where they become a 'dentist'. Children are keen to grow and taste their own healthy vegetables, such as courgettes. Children learn about the natural world around them. After seeing a bee in the garden, they research bees and make a 'bee bomb'. Children learn about how the seeds and wildflower will attract bees and how they can use magnifying glasses to look at the bee closer up.

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

- The childminder and her assistant evaluate practice together. They consider each others views and those of the children. They use their discussions to support future plans. The childminder closely monitors the consistency of the quality of care and learning experiences the assistant provides. For example, she observes her teach children and gives her helpful feedback and support. The childminder completes training beneficial to her practice. For instance, she has recently learned about the different ways that children play and learn.
- Overall, children behave well and the childminder supports them to develop good social skills. She is a positive role model and encourages children to be polite and kind to each other. The childminder recognises and praises good behaviour. Children place their name on the 'reward jar' to celebrate their positive achievements and behaviour. However, the childminder does not consistently help children to understand the consequences of their behaviour and why they are being asked to 'stop' in some activities. For example, when a child runs up the slide instead of coming down it in the correct way, they are simply told, 'No, do not do that please'.
- Children enjoy the company of the childminder and her assistant. They show that they have secure and trusting relationships with them. The childminder knows the children and their individual personalities well. Children have a good sense of belonging and positive levels of well-being and self-esteem. For example, they are confident to choose their own activities and initiate games with independence. Overall, the childminder supports children to respect each

other. However, she does not consistently extend children's understanding of other people from around the world, including different countries and their traditions. For example, children do celebrate festivals. However, these tend to be predominately British, such as St George's Day.

- The childminder has a good knowledge of all areas of learning. She provides all children with engaging and motivating learning opportunities. Children of all ages make good progress in their development and learn skills to support their future learning. This includes recognising numbers and letters with confidence.
- The childminder establishes positive relationships with parents. She keeps them well informed and involved in their children's learning. She shares photographs of their children and what they have enjoyed doing during the day. The childminder shares ideas with parents about what they can enjoy doing at home together with their child. For example, they recently made photograph books of their family members to share.
- Children are confident to communicate their thoughts and ideas. Children answer good thought-provoking questions with confidence. They enjoy a wide range of singing and story opportunities to support their good communication skills. For instance, all children excitedly sing a song about letters of the alphabet.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder and her assistant have a good knowledge and understanding of safeguarding and child protection. They know who to contact to seek advice and how to raise any potential concerns. They keep their knowledge up to date as they complete regular training. The childminder carries out thorough risk assessments to ensure that she helps keep children safe. This includes ways to minimise the risk of COVID-19 (coronavirus). Children learn how to keep themselves safe and manage risk. For example, when they enjoy water in the paddling pool, they are encouraged to be mindful about the potential slip hazard.

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

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

- explain the consequences of behaviour to children so that they have a better understanding of their actions
- support children to extend their understanding of other people's differences outside of their own communities, such as traditions, cultures and beliefs.

## Setting details

<b>Unique reference number</b>	EY560165
<b>Local authority</b>	Kent
<b>Inspection number</b>	10190508
<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 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	11
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2018. She is located in Maidstone, Kent. She works closely with an assistant. Both the childminder and her assistant hold relevant early years qualifications at level 3. The childminder cares for children from Monday to Friday, from 7am to 6pm, all year around. The childminder receives funding to provide free early education for children aged three and four years.

## Information about this inspection

### Inspector

Kelly Hawkins

### 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 carried out a learning walk with the childminder. The inspector assessed the impact of the quality of the interactions and learning opportunities both the childminder and her assistant provide the children.
- The inspector viewed the indoor and outdoor learning environments.
- Written documentation was reviewed. This included safeguarding and child protection policies and procedures.
- Throughout the inspection, the inspector spoke to the childminder, her assistant and children at convenient times and considered their views.
- The inspector and the childminder carried out a joint observation at lunchtime.

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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