

# Childminder report

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Inspection date: 22 July 2021

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<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 happy, confident and settled in the safe environment. Children behave well and are polite. They are encouraged to say please and thank you and the childminder is a positive role model. Children follow the rules and know what is expected of them. They engage in a wide range of motivating learning opportunities that the childminder plans for them, helping them to play cooperatively with their friends. For example, children learn about the importance of exercise to help keep them healthy. They enjoy role-play experiences where they use a stethoscope and talk about the rhythm of their heart. Children learn about the importance of good oral hygiene. They explore a model of a mouth with teeth and 'brush' them, to learn how to keep their teeth clean. Children have good opportunities to be creative. They build on their problem-solving skills to make three dimensional structures, such as they use a balloon to create a beehive and make 'pipe cleaner bees'. The childminder builds on children's interest in bees well. She takes them to visit a garden centre to learn about what flowers will attract bees in the garden, such as lavender plants. There are good opportunities for children to learn about other cultures and countries from around the world. For example, they play the bongos to traditional African tribal music.

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

- The childminder knows the children she cares for and their individual personalities well. She knows what they like and dislike and this helps children to settle quickly. She establishes secure relationships with all children, who have a good sense of belonging and positive levels of well-being. Children enjoy the company of the childminder and they smile happily as they play together.
- The childminder evaluates her practice effectively. She takes into consideration the interests and ideas children share with her. The childminder uses their feedback to support her future plans. This helps her to keep all children engaged and motivated to learn. The childminder routinely builds on her skills and knowledge. She completes a wide range of training beneficial to her practice. For example, she has learned about the different ways children play. She has completed learning to develop her understanding of children with special educational needs and or disabilities, such as training on Autism.
- The childminder has a good knowledge of all areas of learning. She provides all children with interesting learning opportunities to help them make good progress. Overall, the childminder supports older children to develop some good physical skills. For instance, they learn to move in different ways, as they complete a forward roll with the support of the childminder. However, there are less opportunities for younger children to manage risk and enjoy more challenging physical activities on a daily basis. For example, when they approach the climbing and balancing equipment outdoors, they are told that the

equipment is too big for them and this is for older children.

- Overall, the childminder establishes positive relationships with parents. They speak highly of her. She uses some good ways to keep them well informed of their children's day. For instance, she sends regular photographs of their children enjoying the activities she provides. However, the childminder does not fully include parents and help them to understand what they can do at home to support their children's development.
- The childminder supports children to develop good communication skills. For example, she provides meaningful commentary as they play. During a farm activity, she encourages children to name the animals and make the sounds they make. They go on to sing a song about a farm. Children communicate with confidence.
- Children have good opportunities to develop their early writing skills. The childminder recognises that some younger children like to lay on the floor and draw. The drawing table has been adapted to allow children to draw on top or underneath the table, depending on their preference. This helps children enjoy making marks and they develop skills to support their future learning.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder has a good knowledge of safeguarding and child protection. This includes her understanding of how to share key information confidentially with other professionals, when necessary. For example, gaining permission from parents where appropriate. She keeps her knowledge up to date. For instance, she completes routine reading of any safeguarding updates. The childminder knows who to contact to seek support and how to raise and follow up any concerns. The childminder completes regular risk assessments to ensure her home is safe. For example, more thorough cleaning of children's equipment takes place to help minimise the risk of COVID-19 (coronavirus).

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

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

- extend younger children's daily opportunities to manage and take risks during more challenging physical experiences
- build on the opportunities for all parents to feel even more involved in their children's learning.

## Setting details

<b>Unique reference number</b>	EY560237
<b>Local authority</b>	Kent
<b>Inspection number</b>	10190773
<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 10
<b>Total number of places</b>	3
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2018 and lives in Herne Bay, Kent. She operates Monday to Friday between 7am and 6pm for most of the year.

## Information about this inspection

### Inspector

Kelly Hawkins

### Inspection activities

- This was the first routine inspection the setting has received since the COVID-19 (coronavirus) 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 carried out a learning walk with the childminder. She assessed the impact of the quality of interactions and the learning opportunities the childminder provides.
- The inspector viewed the indoor and outdoor learning environments.
- Written documentation was reviewed. This included safeguarding and child protection policies and procedures.
- During the inspection the inspector spoke to the childminder and children at convenient times and considered their views.

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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