

Childminder report

Inspection date: 21 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

The childminder provides a welcoming and safe home environment. Children are happy, confident and engaged in their activities while in her care. They form secure relationships with the kind and gentle childminder and her assistant. Children behave well. The childminder and her assistant have high expectations for the children. They are good role models and encourage children to be polite and kind. For example, an older child suggests, 'You can have a turn and play with me.' Children take pride in their achievements and benefit from the praise and encouragement the childminder and assistant provide. This also helps to build children's self-esteem and confidence.

Children are curious and keen to learn. They snuggle up to enjoy stories and ask lots of questions, and the childminder helps to encourage children's love of books. Children grow in confidence as they become increasingly independent. For example, they wash their hands and help to prepare the snack. Children become good communicators. The childminder places a sharp focus on children's communication and language development. For example, she introduces them to a wide range of new words during their play. This supports children to build their vocabulary. Children make good progress in their development, which helps prepare them for their next stage in learning, including starting school.

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

- Parents are positive about the care their children receive. They say that the childminder is 'caring' and 'fantastic'. They greatly appreciate the activities the childminder has provided and shared with them during the COVID-19 (coronavirus) pandemic. These have continued since their children have returned to the setting. Parents use the secure online system for sharing observations and assessments regularly.
- The childminder and her assistant support children to lead a healthy lifestyle. They encourage children to be physically active and ensure they follow good hygiene routines. The childminder promotes children's awareness of healthy food choices. For example, at snack time, they discuss the benefits of healthy food and children know that this helps them to be 'big and strong'.
- The childminder is reflective and regularly evaluates her childminding provision. She engages in professional discussion with her assistant and collaborates with another childminder. This helps them to monitor their practice, share ideas and consider ways to enhance the service they provide. The childminder and assistant attend regular training to ensure their knowledge remains up to date.
- Children develop a good understanding of diversity beyond their immediate family. For example, the environment has positive cultural images, books and role play resources to explore. They meet other children and adults, when they

socialise in groups, and learn to respect their differences. Children explore a range of environments on local outings. For instance, they go to parks, the beach, castles and farms. This helps to promote children's understanding of the world around them.

- The childminder plans an exciting and interesting curriculum, based on what she wants the children to learn next. For example, she offers the children a planting experience, following a book they shared about growing. The children follow instructions well as they explore the soil, seeds and water. The childminder supports children's learning by talking to them about what they are doing and using different words to describe what the materials might feel like. Children show high levels of engagement in their learning.
- The childminder has a good knowledge of where children are in their learning and development. She regularly assesses and monitors children's progress. This enables her to act quickly to close any identified gaps in their learning. The childminder interacts well with the children to successfully support their progress. However, the implementation of mathematical activities, such as encouraging children to count, is not always effective.
- Children excitedly explore the wide range of toys and resources on offer. They safely practise their balance and co-ordination skills by using the climbing equipment and exploring the way different animals fly. The childminder effectively engages the children in meaningful conversation to find out what they know about different flight animals. However, the childminder and assistant sometimes miss opportunities to challenge older children's thinking skills and extend their learning further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and assistant know what to do and who to contact if they have a concern about a child's welfare. They both attend safeguarding training and have an up-to-date knowledge of the signs that children may be at risk of harm. The childminder is aware of additional safeguarding issues, such as the 'Prevent' duty, and how to keep children safe. She follows robust recruitment procedures to ensure the suitability of staff working with children. Regular checks on the environment help the childminder to swiftly identify and eliminate potential risks to children.

What does the setting need to do to improve?

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

- place greater emphasis on the curriculum for mathematics
- build on opportunities to challenge older children's thinking skills and extend their learning even further.

Setting details

Unique reference number	EY554465
Local authority	Kent
Inspection number	10190078
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	1 to 10
Total number of places	6
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018 and lives in Folkestone, Kent. She provides care Monday to Friday, all year round, and works two days per week with an assistant.

Information about this inspection

Inspector

Kimberley Luckham

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 childminder and has taken that into account in their evaluation of the setting.
- The childminder discussed her curriculum with the inspector and how she plans for children's learning.
- Parents shared their written views of the childminder's service, which the inspector took into account.
- The inspector spoke to children, the childminder and her assistant at appropriate times during the inspection.
- The inspector observed the quality of the curriculum, discussed this with the childminder and assessed the impact this has on children's learning.

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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