

Childminder report

Inspection date: 19 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 play in a calm and welcoming environment. They feel safe and are eager to interact with friends. Older children are confident to express their needs and wants. For example, they ask for help when undertaking a difficult puzzle. Older children talk to the assistants about the importance of applying sunscreen. They help to find hats for the younger children to wear before going outside to play. Children learn how to be independent and have good personal hygiene routines.

Younger children particularly like exploring the texture of the shaving foam. They use their fingers to make patterns in the foam and are intrigued by how far it travels as they clap their hands together. Older children grasp pens and use them to experiment, making large marks and shapes. This helps to develop their large-muscle movements. Children benefit from interactions from the childminder's assistants, who recognise how to extend their early writing. For example, helping children to give meaning to the marks that they make.

Children enjoy role play. For instance, they encourage their friends to fill a shopping basket with items for dinner, as they play shops. The shop assistant swipes the items across the till, before asking for a credit card to pay. The children ask their friends if they would like to take a turn with the till. They play cooperatively and are sensitive to other's needs.

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

- The childminder recognises the importance of promoting children's speech and language. For instance, she encourages children to talk about their families and experiences they have outside of her setting. She listens and extends conversations, such as by asking children about the castle they visited with family. The childminder sensitively repeats words back so that children can hear them pronounced correctly.
- The childminder promotes children's physical development well. For example, children eagerly practise using a range of tools to fill a variety of containers with sand. The childminder introduces mathematical language into children's play as they explore the biggest and smallest items.
- The childminder is keen to educate children about the wider world and explore their local community. For example, they go on trips to the beach, as well as visiting local woodland and wildlife parks to learn about the natural environment.
- Children behave well. The childminder has clear rules and boundaries to support children to learn how to take turns and share. For instance, she talks to them about taking turns on the swing and reminds them about having 'kind hands'. The childminder supports children effectively to learn about emotions and the consequences of their actions.

- Effective settling-in procedures are in place to help support children form strong attachments with the childminder and her assistants. The childminder is committed to ensuring parents receive daily updates about their children's care and development to help support home learning.
- The childminder engages with other settings children attend, such as the local nursery. This helps to ensure children receive a continuity of care and learning throughout their time with her.
- The childminder and her assistants provide children with good opportunities to develop their creativity. For example, children focus on activities, such as using blocks to build boats and make towers. They gain a sense of pride in their achievements. Children enjoy using their imagination in pretend play to develop their confidence and problem-solving skills.
- The childminder and her assistants confidently recognise what children know and can do. However, on occasion, some activities that they plan, and deliver do not fully engage older children.
- The childminder understands the importance of developing her practice. For instance, she completes training to help her to improve the service she provides to children and their families. The childminder ensures her assistants are up to date with any required training. However, she recognises the importance of helping them to further develop their knowledge and skills to improve interactions with children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of child protection procedures. She completes all required mandatory training. This helps her to keep her knowledge up to date to ensure she maintains children's safety and welfare. For example, the childminder and one of her assistants have recently updated their paediatric first-aid certificate. The childminder works closely with her assistants to ensure they understand the setting's safeguarding policies and procedures. The assistants are aware of the actions to take to maintain children's safety. 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.

What does the setting need to do to improve?

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

- strengthen planning and delivery of the curriculum and help all children to be fully engaged in their learning
- develop professional development opportunities for assistants and help them to refine their own knowledge and skills.

Setting details

Unique reference number	EY560735
Local authority	Kent
Inspection number	10190595
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 8
Total number of places	9
Number of children on roll	24
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018 and lives in Cliffsend, Kent. She operates from Monday to Friday, from 7.30am to 5.30pm for most of the year. The childminder has two assistants registered to work with her. The childminder and her assistants all hold relevant early years qualifications at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sara Garrity

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 provider, and she has taken this into account in her evaluation of the setting.
- The inspector spoke to parents and read references from them to consider their views on the service they receive.
- The childminder and inspector completed a joint observation.
- The inspector and the childminder completed a learning walk of the setting, where they discussed the early years provision and the aims of the curriculum.
- The inspector held discussions with the childminder, assistants, and children at appropriate times throughout the visit.

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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