

Childminder report

Inspection date: 11 August 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 have a warm bond with the childminder and show they feel happy and secure in her care. The childminder provides a safe, welcoming and homely environment. Children make independent decisions about what to play with from a range of resources and activities, indoors and outdoors.

Children behave well and use good manners. The childminder has high expectations for children's behaviour and communicates this effectively to them. Children respond positively to the continual praise and encouragement from the childminder, which helps raise their confidence and self-esteem.

Children are learning how to lead a healthy lifestyle. The childminder encourages them to be physically active and ensures they follow good hygiene routines, such as washing their hands regularly. The childminder promotes children's awareness of safety in the sun. For example, the children know they need sun cream when outside and to drink plenty of water to stay hydrated. Children confidently develop the skills they need for their future learning.

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

- The childminder regularly reflects on her practice and the experiences she provides for children. She keeps her knowledge up to date through regular training and her own online research. She uses the information and ideas gained from these to influence her practice.
- The childminder has a good knowledge of where children are in their learning, the progress they have made and what they need to help them move forward. She regularly assesses and monitors children's progress. This enables her to recognise promptly if there are any gaps in their learning and implement strategies to ensure that these gaps are swiftly closed. However, the childminder has not fully developed partnerships with the other settings children attend. This means they do not consistently work together to support children in their next stages of learning and development.
- The childminder supports children's early communication skills well, particularly when children are learning English as an additional language. She clearly emphasises key words within her interactions, introduces new vocabulary and models the correct pronunciation of words. This helps to support children's understanding and speaking.
- The childminder engages in play and activities with the children. She asks questions and encourages children to work things out for themselves. This enables them to think in detail and draw on previous knowledge. For example, as children mix their own paint, they excitedly note the changing colours. They know from previous painting activities that they can create different colours.

Children are confident in making predictions in relation to the mixing and learn that they can create lighter and darker tones.

- The childminder provides children with lots of opportunities to develop their early mathematical skills. She effectively teaches children how to count within activities and learn about concepts, such as size and number.
- The childminder gathers detailed information about children's routines, likes and dislikes before they start. Parents are very complimentary about the setting and the childminder. However, the childminder does not consistently consider ways to involve parents in extending their children's learning at home.
- Children develop a good understanding of diversity beyond their immediate family. For example, the environment has positive cultural images, books and role-play resources for the children to explore. Children engage positively in discussions about people's similarities and differences. For instance, during a painting activity, children identify that people have different coloured hair. The childminder provides children with a variety of outings to help them learn more about the wider world. For example, children visit local parks, farms and castles.
- The childminder supports children's independence and encourages them to complete small tasks for themselves. For example, they are challenged to tip over the sand bucket without spilling the sand and display a can-do attitude as they successfully create a solid sandcastle.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her safeguarding knowledge updated regularly through attending training courses. She can confidently identify the signs and symptoms that may indicate that a child is at risk of harm. The childminder keeps well informed about her local safeguarding procedures and knows who to contact if she has any concerns. She ensures children are continuously supervised while in her care. The childminder assesses the safety of the learning environments to identify and eliminate any potential risks.

What does the setting need to do to improve?

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

- develop partnership working with other settings children attend to consistently support children's next steps in learning
- consider ways to further provide parents with ideas and guidance about how they can continue to support their children's learning at home.

Setting details

Unique reference number	EY556963
Local authority	Kent
Inspection number	10190291
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	3 to 5
Total number of places	2
Number of children on roll	1
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018. She lives in Maidstone, Kent. The childminder offers childcare from 8am to 6pm, Tuesday to Friday, all year round.

Information about this inspection

Inspector

Kimberley Luckham

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in her evaluation of the setting.
- The inspector observed a range of activities and asked the childminder about her curriculum for children, to evaluate the quality of education.
- The inspector reviewed documents, including the childminder's first-aid certificate, a sample of policies and procedures, and children's records.
- The childminder and inspector had discussions at intervals during the inspection to check the childminder's understanding of the early years foundation stage requirements.
- The inspector spoke to the children and looked at written feedback from parents to assess their views on the provision.

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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