

# Childminder report

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Inspection date: 29 September 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 are settled and happy in the childminder's care. They show a sense of belonging by confidently making their needs known, for example when they ask the childminder to read a favourite book. Children enjoy the wide variety of activities available. This includes a daily outing, where they benefit from fresh air and physical play.

Children enjoy fun and warm relationships with the childminder. They show they feel safe and secure in the setting. They frequently run to the childminder and wrap their arms around her legs. At nap time, they happily snuggle down and fall asleep quickly. On awakening, they cuddle into the childminder, remaining on her lap until they are fully awake. Children enjoy the range of activities as they move quickly from one to another. However, there are fewer opportunities for children to develop their own ideas through self-directed play and learning. Children make good progress and gain a solid foundation for their future learning.

Children behave well. The childminder reminds children of the rules, for example 'using kind hands'. When one child accidentally hurts another and says sorry without prompting, the childminder makes a point of praising this.

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

- The childminder encourages children's voices and takes account of their views. She involves them in decisions throughout the day. She uses visual prompts, books and an emotions board to help children express how they are feeling, which helps them to learn to regulate their behaviour.
- The childminder provides a broad curriculum and children access a wide range of resources, which are easily accessible. A focus on adult-led opportunities results in fewer opportunities for children to develop their autonomy and independence through play. Daily outings to the park and farms enhance their awareness of the world around them.
- The childminder supports children's language development well. She sits with children on their level, providing a narrative as they play. She speaks clearly and asks questions to encourage children's responses. For example, she models the correct pronunciation of words when children use words or sentences incorrectly. Children engage with songs and stories. However, at times, they lose concentration when these are too advanced for their understanding.
- The childminder uses assessment well to identify and plan for the next steps in children's learning. This is enhanced by the effective partnership with parents, which means any emerging gaps are identified swiftly and consistent plans are made for children's next steps. The childminder uses the information to provide assessment reports, including the progress check at two years and reports for

children's transition to school.

- Children follow good hygiene routines and learn about the importance of brushing their teeth through games and books. The childminder helps children to become increasingly independent in managing their personal needs. She provides healthy meals and encourages independence at mealtimes. For example, children take their empty plates to the kitchen. The childminder supervises children closely at mealtimes and when they sleep.
- The childminder keeps her knowledge up to date through attending training and webinars and connecting with other childminders. She is enthusiastic and committed to ongoing development to enable her to provide the best standards of care and education.
- Partnership with parents is effective. The childminder has established systems in place to ensure good communication. Feedback from parents is very positive. They appreciate the childminder's clear communication and her support in response to the impact of the COVID-19 (coronavirus) pandemic. Children who have had little social interaction settle well and make good progress in all areas of their development. The childminder obtains detailed information about children. She recognises the uniqueness of each child and the importance of understanding their experiences so she can build on them. She encourages children to take books and toys home to enjoy with their parents. For example, a book on potty training helped to achieve a consistent approach for children.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of child protection matters, including her role and responsibility to safeguard children. She attends relevant training to keep up to date with wider safeguarding issues, such as child radicalisation and exploitation. There is a safeguarding policy in place which the childminder shares with parents. The childminder knows the local safeguarding partnership procedures to follow should she have a safeguarding concern. She knows the significant events that are notifiable to Ofsted. The childminder carries out regular risk assessments to minimise risks in the environment and on outings.

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

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

- provide more opportunities for children's self-directed learning so they can think creatively and develop their ideas
- review planning to make sure activities are pitched at children's concentration levels and holds their interest.

## Setting details

<b>Unique reference number</b>	2565064
<b>Local authority</b>	Kent
<b>Inspection number</b>	10209087
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder lives in Sittingbourne, Kent. She lives with her husband and two young children. The childminder offers care for children from Monday to Friday from 6.30am to 7pm, all year around. She receives funding for the provision of free education for three-year-old children.

## Information about this inspection

### Inspector

Lizzie Mackey

### 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 provider and has taken that into account in her evaluation of the provider.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector observed and evaluated an activity with the childminder.
- The inspector discussed the children's progress and sampled the childminder's policies and procedures.
- The inspector took account of the written views of parents.
- The inspector had a tour of the premises and observed activities in the childminder's home and garden.

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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