

Childminder report

Inspection date: 25 October 2021

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy throughout their time in the childminder's care. The settle quickly into their chosen play as soon as they arrive. Children feel safe and secure because the childminder gathers detailed information from parents which enables her to follow their routines closely. The childminder encourages children to grow in independence through everyday routines. For example, young children relish the responsibility and opportunity to carry out small tasks at lunchtime. Older children understand how to keep themselves healthy and automatically wash their hands after playing outdoors. They confidently take themselves to the toilet. This helps to prepare children for their transition to school.

Children demonstrate positive attitudes towards learning. They enjoy the freedom of being able to make free choices in their play. They concentrate intently as they use different tools and containers to scoop and pour sand. Babies show interest as they scoop sand with their hands and watch it sprinkle through their fingers. They are keen to share their knowledge openly with each other and with the childminder. The childminder has high expectations for children's behaviour. Children of all ages receive clear and consistent messages about why it is important to share toys and take turns. As a result, they behave very well and form positive friendships inside and outside of the setting. They seek each other out for play and enjoy each other's company.

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

- The childminder has a good overall knowledge of how to support children's learning. She monitors their development closely and knows each child in her care very well. She uses this information to form clear intentions for children's learning, to help them make continuous progress. However, she does not consistently provide a highly stimulating environment indoors and outdoors. As a result, children do not always benefit from activities which consistently extend their learning when exploring the resources during free play. Nonetheless, children are often immersed in their play.
- Partnerships with parents are effective. The childminder provides them with regular feedback about the progress their children are making. She suggests ideas for how they can support their child's development at home. The childminder works closely with parents when she identifies that their child is at risk of falling behind their peers, or if parents share their own concerns. She provides them with guidance to help them receive support from other professionals. As a result, any gaps in children's attainment close quickly. However, the childminder does not share a wide range of information about children's development with staff at settings which some children also attend.
- The childminder supports children's language development well. She constantly

interacts with them as they play, and during everyday routines, to extend their learning. However, on small number of occasions, the childminder does not allow children sufficient time to respond to her questions. Children learn about and share their knowledge of foods which are good for their bodies and oral health at snack time. Children learn the language of shape and colour as they play with plastic shapes on a lightboard. They observe with interest the colour changes as they place two different-coloured shapes together. Children enjoy listening to stories and talking about the pictures. However, those children who are less outgoing benefit less from opportunities to express themselves during these group activities.

- Children have plenty of opportunities to exercise in the garden or through daily walks and trips to local parks and woodlands. Children enjoy playing with large plastic hoops and with ride-on vehicles in the garden area. Babies crawl through tents and throw brightly coloured plastic balls. The childminder supports children to benefit from educational opportunities across all areas of learning outdoors. Children learn about autumn and the changes in the natural environment as they pick conkers and chestnuts. They grow sunflowers from seeds and proudly take them home to display them in their own gardens.
- The childminder regularly reviews her own practice and the practice of her assistants. She provides regular supervision and coaching to support her assistants to develop their practice. The childminder has kept herself up to date with recent changes to the framework and has undertaken some additional training since the last inspection. She recognises the impact the COVID-19 pandemic has had on children's development, particularly in speech and language. She is keen to source training to support children with special educational needs and/or disabilities to enhance her already positive practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of the signs which could indicate children are at risk of harm, and she knows who to report concerns to. She has a robust recruitment process in place to be assured of the suitability of her assistants when they start working for her. The childminder supervises children closely and is vigilant to risks to safety. She frequently checks children when they are sleeping. She helps children to learn about how to keep themselves and each other safe. For example, she teaches children how to handle and transport equipment safely. The premises are very safe and secure.

What does the setting need to do to improve?

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

- enhance the delivery of the curriculum so that the environment, indoors and

outdoors, is highly stimulating and provides a stronger focus on supporting the learning intentions

- develop practice to ensure that all children, including those who are less outgoing, are provided with sufficient time to think and respond to questions, and to express their thoughts and ideas
- enhance partnerships with other settings children attend, to routinely share detailed information about their development to ensure consistency in their learning.

Setting details

Unique reference number	EY334339
Local authority	Kent
Inspection number	10210481
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 4
Total number of places	9
Number of children on roll	0
Date of previous inspection	23 November 2016

Information about this early years setting

The childminder registered in 2006 and lives in Maidstone, Kent. She operates all year round from 7.30am to 6pm, Monday to Thursday. The childminder has a relevant childcare qualification at level 3. She provides funded early education for two-, three- and four-year-old children. The childminder works with an assistant.

Information about this inspection

Inspector

Carla Roberts

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 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 inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The childminder spoke to the inspector about her intentions for children's learning.
- The inspector spoke to the childminder about how she keeps children safe while in her care, and about her understanding of safeguarding procedures.
- The childminder provided the inspector with a sample of key documentation on request, including records of paediatric first-aid training and records of children's attendance.

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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