

# Childminder report

---

Inspection date: 1 December 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	Good
--	------

## **What is it like to attend this early years setting?**

### **The provision is good**

Children show that they are very happy and settled in the care of the childminder and her co-childminder. Children have a strong feeling of security. They confidently smile and greet visitors to the setting. They listen carefully to the childminder, play well together, and break into song and dance spontaneously. Children learn valuable social skills. For example, they take part in discussions around the table during snack and mealtimes. Children are kind to each other and help out their peers during activities, for example by passing tools and materials when required. Children are highly praised for their success, which enhances their sense of achievement.

Children enjoy regular outings away from the setting. For example, they visit local parks, small petting zoos and go on woodland walks. This helps to extend their understanding of the wider world around them. Children have a good attitude to play and learning. For instance, they confidently negotiate their play ideas in the role-play kitchen as they discuss what meal they are going to make.

Children behave well. The childminder has high expectations and encourages children to be polite and always use their manners. The childminder is a good role model. She helps children to develop an understanding of sharing and taking turns to support their social skills.

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

- The childminder works extremely well with her co-childminder. They reflect and regularly evaluate the childminding provision. The childminder engages in professional discussion with her co-childminder to monitor their practice and consider ways to enhance the service they provide. The childminder attends training and shares ideas with her co-childminder.
- The childminder has a good awareness of how the children are developing from their starting points. She successfully weaves learning into children's self-chosen play to help them to continue to develop. For example, children learn to count and understand the concepts of size as they push toy cars along some guttering. The childminder talks to them about how the size of the car may affect how it moves down the guttering ramp.
- The childminder works well in partnership with parents. She obtains key information, such as children's routines, abilities, likes and dislikes, as well as key words in their language spoken at home. The childminder then carefully plans for children's individual needs. She also guides them on how they can support their children's learning at home. Consequently, children are making progress in their learning.
- The childminder supports children's early communication skills well, particularly

children who speak English as an additional language. She clearly emphasises key words within her interactions and models the correct pronunciation of words. She comments and extends on children's language when they play and explore. The childminder teaches children new vocabulary, such as 'fluffy' and 'masterpiece'. Children copy these new words and later use them to talk about what they have made.

- Children have many opportunities to develop an understanding of healthy lifestyles. The childminders prepare healthy and nutritious meals and snacks, including a range of fruit and vegetables. Children learn about good hygiene routines. They learn the importance of washing their hands before and after mealtimes.
- Children concentrate and focus for extended periods during creative activities. They carefully spread glue with spatulas, make marks with paint and explore the textures of small pieces of different materials. These activities help to strengthen children's small-muscle skills, which they need for later writing.
- The childminder provides planned activities to enhance children's learning. However, she sometimes tries to cover too many aspects of learning during these activities. She moves children on to new tasks before they have had time to fully explore what she intends the children to learn.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder updates her safeguarding knowledge regularly through attending training courses. She ensures that both she and her co-childminder can confidently identify the signs and symptoms that may indicate that a child is at risk of harm. They are clear about the steps to take should an allegation be made about someone who lives in the home or works with children. They are well informed about local safeguarding procedures and who to contact if there are any concerns. The childminder regularly assesses the premises to ensure that she provides a safe environment for children to play.

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

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

- review the planned activities to focus more precisely on specific learning intentions, to enable children to understand and explore what is being taught.

## Setting details

<b>Unique reference number</b>	EY461199
<b>Local authority</b>	Kent
<b>Inspection number</b>	10075427
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 10
<b>Total number of places</b>	5
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	9 February 2016

## Information about this early years setting

The childminder registered in 2016 and lives in Kent. She operates for most of the year from 7.30am to 5.30pm, Tuesday to Friday. The childminder holds a relevant childcare qualification at level 3. She works with a co-childminder.

## Information about this inspection

### Inspector

Kimberley Luckham

### 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 sampled some of the childminder's documentation, including first-aid certificates and risk assessments.
- The inspector took part in a learning walk to find out what the childminder intends children to learn and how she implements the curriculum.
- The inspector carried out a joint observation with the childminder to find out how teaching is evaluated.
- The inspector spoke with children throughout the inspection and gathered parents' views.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2021