

Childminder report

Inspection date: 21 January 2022

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 make strong relationships with the friendly and relaxed childminder. They respond to her joy and enthusiasm by demonstrating equally friendly and happy attitudes. Children settle quickly and enjoy playing with toys and activities that reflect their current interests. They have adapted well to changes due to the COVID-19 pandemic, including confidently leaving their parents at the door.

The childminder acts as a very good role model for children's positive behaviour. They turn to her for support when they face challenges or struggle to regulate their emotions. With her timely and appropriate support, children learn to share, to take turns and to listen to one another.

Children are imaginative and eager to explore. They become deeply involved in their chosen play and can focus their attention on tasks. Children demonstrate and recall what they have learned, such as when they mix water, mud and spices to make and 'cook' pretend pizza. They actively explore the resources, inside and outdoors, and discover new ways of doing things. For example, they use torches to light a den they have made and take a small mirror to the bricks to see 'symmetry'. Children develop an appreciation of the world around them as they talk about where their food comes from, go on regular trips out and learn about festivals. They learn skills that will help them become resilient and motivated learners for the future, including when they go to school.

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

- The childminder is a nurturing and effective practitioner. She regularly evaluates and reviews her practice with parents, children and other professionals. Her own professional development is important to her. For instance, she continues to update her training to support the needs of the children.
- The childminder plans a broad curriculum to meet the needs of the children. She takes swift and effective action to support children, including those with special educational needs and/or disabilities (SEND), who might be falling behind in their learning. This includes good use of any additional funding.
- The childminder prepares stimulating activities that support children's interests. For example, children enjoy using straw and sticks to make pretend houses for the 'Three Little Pigs'. However, some activities are not planned in enough detail or sequenced effectively to help individual children build further on what they already know and can do.
- The childminder supports children's communication and language skills very well. Her interactions with children are of a consistently high quality. The childminder engages children in conversations about their lives and experiences. She uses books and activities to provide children with new words, such as

'paramedic' and 'structures'.

- Children confidently recall and sing familiar stories, rhymes and poems. The childminder reads with enthusiasm and expression. This helps children become interested and engaged. They ask questions and confidently join in with familiar phrases and words. Children spontaneously sing familiar and well-loved songs as they play.
- Children have lots of opportunities to develop their physical skills. They demonstrate good independence, confidence and control. For example, they pour drinks, cut up fruit and use a knife and fork at mealtimes. They run, slide, rock and balance on large equipment outside. The childminder regularly takes children for nature walks and to the local activity parks.
- Overall, children listen to and follow the childminder's instructions and help with tasks, such as tidying up. The childminder praises their efforts and positive behaviour. Children develop a good sense of pride in their achievements. However, the childminder does not always organise transitions from one activity to another as effectively as possible to encourage children to become fully engaged in the tasks.
- Children develop good hygiene routines. They know that they must wash their hands before eating and after using the toilet. Children share healthy and balanced meals and are encouraged to try new foods. They enjoy chatting about their lives with the childminder during this enjoyable and sociable time.
- Parents cannot praise the childminder highly enough as they wholeheartedly praise the care their children receive. The childminder keeps them informed about their children's learning by speaking with them online and in person every day. This provides the childminder with very good information about what children are learning at home and how she can better support parents in promoting their children's learning, health and development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder creates a safe and secure environment for all children. She knows what to do if she has any concerns about the welfare and safety of children. The childminder shares her policies with parents and understands how to ensure the timely sharing of records with other professionals, when required. The childminder knows about wider safeguarding issues within the community and society. For instance, she knows what to do if she is concerned about children's exposure to extreme views or suspects a child is being groomed. She helps children learn about keeping themselves safe in meaningful ways. For example, children learn to cross the road safely when they are out for walks with her.

What does the setting need to do to improve?

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

- extend further learning for individual children during group activities to enable them to make even more progress
- review the organisation of transitions between some activities and tasks to engage children more fully during these times.

Setting details

Unique reference number	2520364
Local authority	Kent
Inspection number	10208038
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 8
Total number of places	3
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and operates in Ashford, Kent. She provides care for most of the year from 8am to 5.30pm, Monday to Friday, excluding bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children. The childminder holds a relevant early years qualification at level 6.

Information about this inspection

Inspector

Alison Martin

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 her evaluation of the provider.
- The inspector observed the quality of education being provided, indoors and outside, and assessed the impact that this was having on children's learning.
- The childminder spoke with the inspector about her intentions for children's learning.
- Children spoke with the inspector during the inspection.
- Parents shared their views of the childminder and these were taken into account.
- The childminder provided the inspector with relevant documentation, such as safeguarding policies and procedures.

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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