

Childminder report

Inspection date: 3 February 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 are happy, safe and secure in the care of the friendly childminder. They form secure attachments with her, which promotes confidence and high levels of emotional well-being. Children learn to be independent during the daily routines. For example, on arrival, they hang their coats and photo card up on a peg. Children learn to care for their own personal hygiene, as they learn to wash their hands after nappy changes and before mealtimes. They use soap, dry their hands with paper towels and dispose of them in the bin. At mealtimes, they serve themselves and pour their own drinks with support.

The well-resourced environment allows children to make choices, as they explore what is on offer to them and select toys to play with for themselves. Children are confident and curious as they engage with visitors and talk about their experiences. There are many opportunities for children to develop their physical skills, as babies use bouncers to develop their core strength and coordination, and walker toys to aid walking. Older children show determination as they learn to balance and negotiate space when riding tricycles. Daily outings to the park, soft-play centres and the beach further promote their physical development, as they learn to climb, jump and run safely.

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

- The childminder has a clear understanding of the early years curriculum. She focuses her teaching on the three prime areas of learning, and understands that since the pandemic, children need further support in their personal, social and emotional development, as well as their communication and language skills.
- The childminder knows the children in her care very well. She takes time to build relationships with them and their families to help form strong attachments. Children's starting points are gained on entry and the childminder can talk confidently about their likes, dislikes and abilities.
- Effective assessments and observations are used to monitor children's development, identify any gaps and inform future teaching. When gaps are identified, the childminder liaises with parents and other professionals, to ensure appropriate support is provided. For example, additional support is obtained for children who need help with their speech and language. This helps to ensure that children do not fall behind and continue to make good progress.
- Overall, children benefit from engaging interactions. The childminder sings nursery rhymes, reads stories and models language well. However, she does not always understand what non-vocal children are trying to communicate to her, which results in frustration. Further support is required for these children when trying to communicate their needs and wants effectively.
- Children develop a love of books through their frequent visits to the local library.

They choose books for themselves and enjoy listening to them. The childminder encourages children to repeat new vocabulary from the stories. for example 'puddles', 'raincoat' and 'wellingtons'.

- The childminder fosters children's independence well. Children are encouraged to do things for themselves. For example, at snack time they use blunt knives to spread their own butter. Toddlers find their own coats and shoes and attempt to put them on before accessing the garden.
- The childminder responds to and deals with conflict between children quickly. However, more could be done to teach children the importance of turn taking and sharing during play.
- The childminder supports children to have a healthy lifestyle and to be physically active. Children are eager to decide what fruits to have for snack and pour their own drinks from small jugs. They enjoy moving in different ways and learn to balance as they practise simple yoga poses. Children benefit from fresh air daily.
- The childminder organises exciting outings within the community and surrounding areas. For example, children have recently taken a train ride, which for many was their first time on a train, and visited the local wildlife park. The childminder encourages children to learn about the world around them.
- The childminder has developed positive partnerships with parents. Parents speak highly of her and praise the service that she provides. They feel well supported and informed in their children's learning and development.
- The childminder is enthusiastic and enjoys her role. She holds her own professional development as a priority, recognising the importance of keeping her skills and knowledge up to date to support the children in her setting.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of her responsibility in keeping children safe. She is aware of the possible signs and symptoms of abuse and neglect, and knows what action to take if she is concerned about a child. Contact details for the relevant safeguarding team are easily accessible. The childminder has completed relevant safeguarding training, including that of wider issues such as 'Prevent' duty and female genital mutilation. Information is shared with parents on e-safety, to ensure that children learn how to keep safe while using electronic devices.

What does the setting need to do to improve?

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

- offer further support to children who are not yet vocal, to help them communicate their needs and wants more effectively
- strengthen support for children as they learn to take turns and share with others during play.

Setting details

Unique reference number	2518844
Local authority	Kent
Inspection number	10215000
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	0 to 7
Total number of places	6
Number of children on roll	12
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Margate, Kent. She operates for most of the year, Monday to Friday, from 7.30am to 5.30pm. The childminder holds a relevant childcare qualification at level 3. She currently receives free early education funding for children aged two, three and four years.

Information about this inspection

Inspector

Laura Rigden

Inspection activities

- This was the first routine inspection the childminder has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken this into account in her evaluation of the setting.
- The inspector viewed all areas of the home used for childminding, including the outside play spaces.
- The inspector spoke to the childminder about her intentions for the children's learning.
- The inspector observed activities and the childminder's interactions with children throughout the inspection.
- The inspector carried out a joint observation with the childminder, to find out how teaching is evaluated.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector spoke with children throughout the inspection and gathered parents' views through written feedback.

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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