

# Childminder report

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Inspection date: 7 February 2022

<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 happy and eager to explore the interesting range of activities on offer in this predominantly outdoor environment. The childminder has a good understanding of children's likes and interests. She uses the information effectively to ensure that she plans to meet their needs. For example, she makes sure that familiar resources are immediately accessible to help settle the children. As a result, children feel safe and display a strong sense of belonging in the childminder's home.

Children enjoy being outside. They are active learners who choose what they would like to do and are keen to get involved in activities. For example, younger children enjoy using trowels to dig in the mud and explore the different textures. Older children are fascinated when using ink stamps on paper. This engaging activity helps to sustain their concentration. Children make good progress in their learning. They enjoy using a range of different materials and media to develop their senses and practise new skills.

Children are building positive relationships with friends and are learning how to share and take turns. They demonstrate a positive attitude and persevere with tasks. For instance, they move the pieces of the wooden puzzle around to make them fit into the holes. The childminder encourages the children and makes effective use of praise to recognise their achievements.

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

- The childminder has a strong emphasis on providing children with an outdoor learning environment. During the colder months she ensures that children dress up warm with lots of layers, to help protect them from the cold. The childminder is aware of the importance of making sure children are warm and provides an additional heated cabin space to use when needed.
- Story time is important to the childminder. She has high expectations for children's learning and provides them with a wide range of printed materials to explore. Children choose the book they would like read to them and enjoy turning the pages. Babies enjoy snuggling into the childminder's lap to listen to the story.
- The childminder talks to the children about what they are doing. She makes strong use of repetition and actions to introduce new words and reinforce pronunciation. For instance, she names the seeds and pulp they find inside a pumpkin and talks about the orange colour. However, on occasion, the childminder does not fully challenge older children's thinking skills to extend their learning further.
- Parents speak highly of the childminder and her nurturing care and exciting

activities. They particularly like how she focuses on outdoor learning while still offering an indoor space when needed. The childminder receives regular updates on care routines, to help ensure she meets babies' and children's individual needs. However, she does not consistently engage with other settings the children attend to provide a focused continuity of care and learning.

- The childminder makes good use of local facilities and places of interest to extend children's learning and broaden their experiences. For example, they visit the local farm shop to purchase seasonal fruit and vegetables. Children enjoy exploring the local community and learn about making healthy choices.
- The childminder carries out thorough risk assessments to help provide a safe and secure environment for children. She is aware of the importance of supporting children to learn how to identify and manage risks. For example, she teaches them how to go up and down steps in the garden safely and talks to them about road safety.
- The childminder supports children to lead a healthy lifestyle. She teaches them how to wipe their nose and reminds them to place the tissue in the bin. Children learn about how to look after their teeth. They put the paste on the toothbrush, before brushing the pretend set of teeth. The childminder ensures children follow good hygiene routines.
- The childminder regularly evaluates the quality of her provision and has a clear vision for the future of her setting. She understands the importance of professional development and regularly completes online training. This helps her to stay up to date with current developments in care and education.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of child protection. She has secure procedures in place to report any concerns she might have that a child may be at risk of harm. The childminder has a good understanding of a wide range of safeguarding concerns, such as being alert to extreme behaviours and views. She regularly completes safeguarding training. This helps her to keep her knowledge up to date to ensure she maintains children's well being. The childminder is fully aware of the importance of constantly supervising children and being vigilant to ensure that she always maintains their safety and welfare.

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

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

- build on opportunities to challenge older children in their play to extend their learning even further
- establish partnerships and exchange important information with other providers who share the care of the children.

## Setting details

<b>Unique reference number</b>	EY551586
<b>Local authority</b>	Kent
<b>Inspection number</b>	10130904
<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>	0 to 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2017 and lives in Sturry, near Canterbury, Kent. She operates Monday to Thursday, from 7am to 5.30pm, for most of the year. The childminder holds a relevant early years qualification at level 6.

## Information about this inspection

### Inspector

Sara Garrity

### Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector held discussions with the childminder and children at appropriate times throughout the inspection.
- The childminder explained to the inspector the learning intent for the activities set out and the aim for the curriculum as part of the learning walk.
- The inspector and the childminder completed a joint observation.
- The inspector spoke to parents and read emails from parents to consider their views on the service they receive.

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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