

Childminder report

Inspection date: 14 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children play happily in the welcoming, home-from-home environment. They have formed lovely relationships with the childminder, who is nurturing and fun. Children 'chatter' enthusiastically all day, telling stories about their lives, as well as listening to one another. They have made good friendships. The sound of laughter is a defining feature of the children's time together. Children benefit from lots of outdoor play and activities. For example, they go on walks every day in the local area and visit other places, such as the beach. This helps to build children's knowledge of the environment, as well as providing plenty of fresh air and exercise. They laugh and squeal as they jump in puddles, feed the horses and eat a picnic during a walk in the countryside.

Children are well behaved. When they find it hard to understand the needs of others, the childminder is compassionate and understanding. They learn about the feelings of others and are supported to overcome challenges. Routines are consistent and help children to feel secure and safe. Children are curious and friendly. They are intrigued by new toys and resources. Children maintain focus as they persevere and try new ways of doing things, such as building 'wobbly' pebbles on top of one another. They think about how this might be successful and share their thoughts with the childminder. Children demonstrate good self-esteem and self-confidence.

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

- The childminder is a dedicated practitioner who continually looks at ways to improve her practice. For instance, following her last inspection, she has developed a new approach to encouraging children's positive behaviour. This helps children learn to understand their feelings and emotions, and to respect one another. The childminder holds regular meetings with her assistant. Together, they maintain and continue to build on their professional skills.
- The childminder thinks carefully about the curriculum. She notices what children already know and what they need to do next. The childminder plans exciting and stimulating activities to develop children's skills and interests. There are a wide range of activities for children to choose from at her home. However, the childminder's planning for children's learning outdoors is less focused on what skills and knowledge they need to develop.
- The childminder swiftly recognises those children who need more support to prevent them from falling behind in their development. She works closely with parents and other professionals to put in appropriate interventions. Children are ready and confident for the next stage in their learning, such as school.
- The childminder supports children's communication and language skills well. She has successful strategies in place to help them develop their speaking and

pronunciation. For instance, the childminder uses visual and vocal cues to help children say difficult sounds in words. She gives them lots of time to answer questions and express their thoughts. Children love to sit with the childminder and listen to their favourite stories.

- Children develop their physical skills. They have opportunities to build their muscles and stamina as they run, walk and climb. Children demonstrate good control of smaller muscles as they draw recognisable shapes and patterns. They learn about taking care of their bodies, such as washing their hands before they eat and cleaning their teeth. Children confidently demonstrate their independence skills when they put on socks, gloves and coats.
- Children's skills in mathematics are very secure. The childminder makes use of planned and spontaneous times in the day to introduce counting, shape and measuring. She gives children challenges to support their problem-solving skills. Children confidently recognise and label shapes, including more complex ones, such as diamonds.
- Children develop a positive sense of themselves in the world. The childminder recognises that children did not have opportunities to travel and see people during the COVID-19 pandemic. She provides lots of opportunities for them to meet others and gain new experiences. For instance, children enjoyed being 'farmers' for the day at the local farm. They learn to be self-confident and comfortable in different and new situations.
- The childminder works very well with parents. She helps them understand their children's learning, rather than just telling them what to do. This helps parents become actively involved in helping their children make progress. Parents praise the childminder's support for them as well as their children. They feel their children's lives are 'enriched' by the experiences they have with the childminder.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has good knowledge of safeguarding and child protection issues. She has policies and procedures in place to help her keep children safe. The childminder recognises the signs of abuse and neglect and knows what to do if she is concerned that a child is at risk of harm. She ensures her safeguarding training, and that of her assistant, is regularly updated. The childminder helps children to keep themselves safe in meaningful ways, such as teaching them to cross the road safely. She understands how wider risks, such as radicalisation, grooming and online abuse, can affect children. The childminder shares information with parents so they can help keep their children safe at home and in the community.

What does the setting need to do to improve?

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

- focus planning more precisely to extend children's knowledge and skills across all areas of learning when they are outside.

Setting details

Unique reference number	EY314001
Local authority	Kent
Inspection number	10145992
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 7
Total number of places	6
Number of children on roll	12
Date of previous inspection	6 February 2020

Information about this early years setting

The childminder registered in 2005 and lives in Maidstone, Kent. She provides care from 7.30 am to 6pm, Monday to Friday, for most of the year. The childminder receives funding to provide free early education for children aged two, three and four years old. She holds an appropriate childcare qualification at level 3 and sometimes works with an assistant.

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 their evaluation of the childminder.
- The childminder spoke with the inspector about her intentions for children's learning.
- Children spoke with the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education, inside and outdoors, and assessed the impact this was having on children's learning.
- Parents shared their views of the childminder with the inspector.
- The childminder provided the inspector with key documentation on request.

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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