

Childminder report

Inspection date: 23 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 have lots of fun with the playful and welcoming childminder. They have formed strong bonds with her and the sound of laughter fills the room as they play. When children arrive, they quickly find their favourite toys and are soon content and happy. They enjoy a range of opportunities to help them to gain new skills and learn. Children are interested and curious as they discover stimulating and well-planned activities. For example, they explore different shapes, textures and light as they learn about Valentine's Day.

The childminder has high expectations for children's behaviour. They learn to be polite and respectful, for example when they say 'please' and 'thank you' during mealtimes. Children turn to the childminder when they need help with skills, such as dressing the doll, or when they need comfort. They snuggle up with her and enjoy a cuddle when they are tired or need reassurance.

Children demonstrate their growing independence skills as they hang up their coats, wash their hands and eat their lunch. They learn to care of other living things. For example, children feed the tortoise, and plant seeds in the garden. They are pleased to grow food to share with the tortoise. This helps children develop self-confidence, and a sense of themselves as helpful and important in the world.

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

- The childminder demonstrates enthusiasm and joy about the work that she does. She has reflected on the outcomes of previous inspections and has found ways to improve her practice and knowledge. For instance, the childminder sought advice from other professionals, such as in the local authority, to support her own professional development. She recognises that she must continue to build her knowledge and skills to maintain consistent quality of education and care.
- The childminder knows the children well. She creates a curriculum that helps them to learn the skills and knowledge they need for their future learning, such as school. The childminder thinks about their needs and interests, and notices when they might be falling behind in their development. She shares timely and detailed information with other professionals to help secure further support for children with special educational needs and/or disabilities.
- The childminder focuses on helping children to gain communication and language skills. She sits at their level and speaks clearly to them so they can hear the words and repeat them. For example, the childminder speaks in short sentences and emphasises key words to help children follow instructions. She uses what children love to do, such as playing with the toy farm, to introduce new words and sounds.

- Children have favourite books and stories. They delight in sharing these with the childminder. She reads at a good pace, allowing children to point at the pictures and to answer her questions. For example, children love to find characters hidden in the 'lift the flaps' book. The childminder supports children's growing love of stories by letting them take books home to share with their parents.
- The childminder encourages children to be healthy and active. They have space to run, dig in soil and ride equipment as they develop their large muscles in the safe outdoor space. The childminder takes children on regular walks in the woods, and on outings, for example to the park and farm. She works with parents to develop healthy routines, including for screen time and sleep, and shares advice with them to support healthy eating. This maintains consistency in children's care and health.
- The childminder is understanding and empathetic when children are upset or need additional support to regulate their emotions. However, her curriculum does not focus on supporting children to name and describe their feelings to support them, to gain a deeper awareness of their emotions.
- Parents are pleased with the communication they receive from the childminder. They know what their children are learning and know how to further support them at home. Parents say their children tell them how much they love spending time with the childminder.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows the signs and symptoms of abuse and what to do if she has concerns about children's welfare or safety. She has policies and procedures in place to help her make timely referrals, when required, to other professionals. The childminder has updated her knowledge and skills and understands wider safeguarding issues, such as the 'Prevent' duty guidance. She is mindful of keeping children safe in the community. For instance, the childminder has conversations with parents about keeping children safe when they are using the internet at home. She successfully helps parents to access support and advice from other professionals and agencies.

What does the setting need to do to improve?

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

- continue to evaluate practice and provision to further develop and maintain professional skills and knowledge to the highest level
- strengthen the curriculum for supporting children's personal, social and emotional development, particularly in relation to recognising and talking about feelings and emotions.

Setting details

Unique reference number	EY350513
Local authority	Kent
Inspection number	10131484
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	3 to 11
Total number of places	6
Number of children on roll	6
Date of previous inspection	6 November 2019

Information about this early years setting

The childminder registered in 2007 and lives in Sittingbourne, Kent. She cares for children from 7am to 5.30pm, Monday to Friday, throughout the year. The childminder receives funding to provide free early education for children aged three and four years. She has an appropriate childcare qualification at level 3.

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 showed the inspector around the premises and discussed how she ensures they are safe and suitable.
- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of 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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