

Childminder report

Inspection date: 9 March 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. They enjoy the time they spend in the childminder's welcoming and nurturing home. Children settle quickly and form strong attachments with the childminder. She is highly responsive to children's individual needs, and children are secure in their familiar routines. Children have fun with the childminder, who skilfully joins in with their play. She assesses the children's progress and plans to extend their learning through exciting and stimulating activities.

Children behave well and are developing good social skills. The childminder treats them with kindness and consideration and, as a result, they think of others. For example, children make sure there is enough milk for their friends when independently pouring from a jug during snack time. Children respond positively to the continual praise and encouragement from the childminder, which helps raise their confidence and self-esteem.

Children learn independence skills. For instance, they make choices and decisions about what they do and help themselves to resources that meet their interests. Children are gaining a good understanding of the importance of good personal hygiene. The childminder encourages thorough handwashing at appropriate times. She teaches children the importance of good oral hygiene and promotes visits to the dentist.

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

- The childminder regularly reflects on her practice and the experiences she provides for children. She gathers the views of parents to help improve her practice. The childminder is dedicated and passionate about the service she provides.
- The childminder keeps her knowledge up to date through regular training and her own online research. She uses the information and ideas gained from these to influence her practice. For example, children benefit from the careful consideration given to the organisation of resources. This supports their individual learning styles effectively.
- The childminder clearly knows the children in her care well. She monitors their progress and targets the next steps in their learning effectively. The childminder is skilled at supporting children with good learning opportunities and provides an interesting curriculum. For example, children enjoy creating 'funny faces' with play dough and natural materials collected from the garden. The childminder interweaves new language to help children identify and understand emotions such as 'cross' and 'happy'.
- Partnerships with parents and other providers that children also attend are strong. The childminder exchanges useful information about children's

achievements regularly. 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. However, she does not consistently offer parents ideas about how they can continue to support their children's learning at home.

- The childminder takes children on regular outings to support their physical and emotional well-being. They investigate nature as they explore surrounding natural areas, play in parks and learn about life in the local community as they access playgroups. This helps to build children's confidence in larger groups, ready for school.
- Overall, the childminder supports children's early communication skills well. She clearly emphasises key words within her interactions and introduces new vocabulary. However, at times, she misses opportunities to effectively support children's pronunciation of words to help children develop their speaking skills.
- The childminder provides children with lots of opportunities to develop their early mathematical skills. She effectively teaches children how to count within activities and learn about concepts, such as size and number.
- The childminder provides many opportunities for children to develop their literacy skills. For example, children can access a range of resources, and they enjoy making marks in various ways. They enjoy exploring different letters and the sounds that they make. The childminder takes children to visit the lending library. Children borrow carefully selected books and enjoy listening to stories with the childminder.
- Children develop a good understanding of diversity beyond their immediate family. For example, the environment has positive cultural images, books and role-play resources for the children to explore.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to protect children. She demonstrates a good understanding of the signs and symptoms that indicate a child may be at risk of harm. The childminder attends safeguarding training to keep her knowledge up to date. She knows how to report any concerns she may have about a child's welfare. The childminder understands her duty to be vigilant to possible indicators that a child or family may be at risk of being drawn into extremist behaviours. She carries out safety checks to minimise any risks to children. The childminder supervises children well in all areas of her home.

What does the setting need to do to improve?

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

- consider ways to further provide parents with ideas and guidance about how they can continue to support their children's learning at home

- strengthen ways to further support children's emerging speech development.

Setting details

Unique reference number	2549358
Local authority	Kent
Inspection number	10221542
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	3
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She operates her service on Monday to Thursday, from 7.30am to 5.30pm, all year round. The childminder holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Kimberley Luckham

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken into account in her evaluation of the setting.
- The inspector looked at a sample of documents and certificates.
- The inspector spoke to the childminder and children at various points throughout the visit.
- The inspector took account of the views of parents through written feedback.
- The inspector held a discussion with the childminder to understand how the early years provision and curriculum are organised.

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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