

Childminder report

Inspection date: 24 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 form strong attachments with the childminder. They settle quickly and are happy, safe and secure in her care. Children receive a curriculum adapted to their individual needs to build on what they know and can do. They look at a musical book of 'Jack and the Beanstalk' with the childminder. Children hear new words to copy and repeat, such as 'giant'. They show a fascination in the sounds that they listen to when they repeatedly press the musical buttons down the side of the book, such as the sound of the giant stomping.

Children develop good mathematical understanding. They count five fingers on their hand and compare the amount to three fingers on a toy. Children develop confidence in their growing abilities. They learn the skills needed for the next stage of their learning.

The childminder has high expectations for children's behaviour. Children's emotional well-being is supported effectively through the various strategies she adopts. They learn to work cooperatively together at tidy-up time, motivated by the song the childminder sings to them. Children begin to accept the needs of others and take turns with the resources. They learn that 'sharing is caring'.

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

- The childminder gains information from parents about their children's interests, routines and abilities when they first start. This helps her to plan some learning intentions for children's individual needs. The childminder works effectively with parents and other professionals to help close any gaps in children's communication and language development. She regularly shares children's ongoing progress and next steps for learning with parents to support children's learning at home. Parents comment that they are very happy with the service provided.
- Children benefit from a range of opportunities to practise their physical skills. For example, babies play in the ball pool and use a baby walker to practise walking unaided. Children show an eagerness to learn. Older children enjoy painting. They make long strokes on the paper with their paint brush and mix red and blue paint to make purple. Children use their imagination. They give meaning to the marks that they make, such as creating a 'monster dragon'. However, the childminder does not always organise the learning environments to support children effectively in the different areas of learning. For example, the outdoor patio is cluttered with some toys and equipment piled on top of each other. Children are unable to reach and self-select paper and mark-making materials. This limits their independence and creativity.
- The childminder enables children to gain an awareness of different religious

festivals. For example, they watch television programmes about Chinese New Year. However, she does not fully consider ways to help children recognise similarities and differences between themselves and others and learn about different communities, families, cultures and traditions.

- The childminder works closely with parents to meet children's dietary needs. She provides a good variety of nutritious meals to teach children about making healthy food choices and to promote good oral health. Children are self-reliant and manage their own personal care needs, such as toileting and handwashing. They exercise daily in the childminder's garden and visit the local park. The childminder gives children rich experiences that enhance their knowledge of the world around them. For example, she takes children to the farm, deer park and aquarium.
- The childminder focuses on her ongoing professional development. She keeps her teaching skills updated. Recent training has inspired her to introduce pictures when working alongside children. This supports their emotional well-being. Children learn the language of feelings, which effectively helps them to regulate their own behaviour. The childminder maintains a journal to help her reflect on her strengths and weaknesses. For example, she invites another adult to join her on certain outings when caring for three young children to keep them safe.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of her responsibilities for safeguarding children. She knows the signs and symptoms that might indicate a child is at risk of harm. The childminder is clear about her reporting procedures and who to contact for advice. She has undertaken safeguarding and 'Prevent' duty training to keep her knowledge up to date. The childminder is aware of the wider child protection issues, such as radicalisation and extremism. She has a current paediatric first-aid certificate. The childminder talks to children about how to keep themselves safe, for example, when they try and climb on a low table.

What does the setting need to do to improve?

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

- review the organisation of resources to strengthen opportunities for children to self-select toys and materials and lead their own play
- provide further resources to give younger children an awareness of people who are similar and different to them.

Setting details

| | |
|--|---|
| Unique reference number | 2537653 |
| Local authority | Kent |
| Inspection number | 10215248 |
| 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 3 |
| Total number of places | 6 |
| Number of children on roll | 5 |
| Date of previous inspection | Not applicable |

Information about this early years setting

The childminder lives in Maidstone, Kent. Her childminding service is open Monday to Friday from 7.30am to 6pm, all year around. The childminder receives funding to provide free early education for children aged two-, three- and four-year-old children.

Information about this inspection

Inspector

Jane Winnan

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 childminder walked the inspector around her home to understand how the early years provision and the curriculum are organised.
- The inspector carried out a joint observation with the childminder.
- The inspector held discussions with the childminder at appropriate times during the inspection.
- The inspector looked at a sample of documents, including the safeguarding children policy and complaints procedure.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022