

Childminder report

Inspection date: 31 March 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy and settled and show a positive attitude towards their learning. They are excited to participate in the engaging activities that the childminder plans for them. For example, children enjoy learning about different types of vehicles. They go on to visit the aviation museum to extend their knowledge and interest of aeroplanes even further. Children visit a wide range of places of interest to learn about the environment around them. This includes regular outings to the park and beach. They learn about the tide and enjoy collecting different items that they can find at the beach, such as shells.

Children learn about the importance of healthy lifestyles. They talk about the benefits of healthy eating and the importance of following good health and hygiene routines. Children have good opportunities to build on their physical skills. For example, they negotiate obstacles with confidence. This includes climbing and balancing on equipment and crawling through tunnels. Children develop a good understanding of similarities and differences between people from around the world. This includes traditions of different cultures and countries. For example, children talk about the festival of light as they learn about Diwali.

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

- The childminder establishes secure and trusting relationships with children. This helps them to settle quickly and happily into the setting. The childminder gets to know their personalities well and understands what makes them happy. Children enjoy the company of the childminder. For example, they are eager for him to help them build models using building blocks. The childminder plans learning experiences that he knows will keep children engaged in their learning experiences. This supports children to make good progress and have a positive attitude towards their learning.
- Overall, children behave well. For example, they are polite, listen to each other, and follow instructions. However, the childminder does not consistently ensure that children fully understand what is expected of them. For example, at times, he tells children 'no' or 'stop please' when asking them to stop doing something, such as climbing up on a chair. Children are not provided with a clear explanation as to why they are being asked to stop what they are doing.
- The childminder supports children to gain a good understanding of mathematics as they play. Children confidently count and discuss colour as they build with coloured building blocks. They begin to recognise numbers, such as those on a clock face. The childminder supports children to develop skills to support their future learning.
- The childminder uses some good ways to communicate with parents and builds a positive relationship with them. For instance, at the end of each day, he tells

them what their children have enjoyed learning. However, he does not yet use more effective ways to share detailed information and strengthen the link between learning at the setting and learning at home.

- The childminder evaluates his practice alongside the co-childminder who he works closely with. For example, each day, they discuss how well they have engaged children in their learning opportunities. He uses his findings to support his future activity plans.
- The childminder monitors the consistency of the quality of care and teaching that he and the co-childminder provide to children. For example, they observe each other teaching children. They provide each other with constructive feedback to continue to enhance their practice. The childminder carries out independent reading and research to help him keep up to date with new early years ideas.
- The childminder supports children to gain good speaking and listening skills. He provides children with enough time to think and then respond to the thought-provoking questions he asks them. Children are keen to share their thoughts. For instance, they share their ideas as they 'bake' in the role-play kitchen with confidence.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a secure and confident knowledge of safeguarding and child protection. This includes knowing who to contact to seek advice and how to follow up any potential issues. The childminder ensures he has up-to-date knowledge to help protect children's safety and welfare. He attends regular safeguarding training to keep his knowledge up to date. The childminder completes thorough risk assessments to ensure he helps to keep children safe. This includes minimising the risk of COVID-19. There are thorough hygiene practices in place. Children learn how to keep themselves and each other safe. For instance, they talk about how to cross the road safely.

What does the setting need to do to improve?

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

- support children to fully understand why they are being asked to stop a certain action and behaviour
- strengthen the link children have between home and the setting and share ideas with parents about how they can support children to learn at home.

Setting details

Unique reference number	128620
Local authority	Kent
Inspection number	10063881
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 8
Total number of places	6
Number of children on roll	7
Date of previous inspection	7 January 2016

Information about this early years setting

The childminder registered in 1998. His setting is located in Leysdown-on-Sea in Sheerness, Kent. The childminder cares for children from Monday to Friday, 7.30am to 6.30pm, all year around. The childminder works closely with another childminder.

Information about this inspection

Inspector

Kelly Hawkins

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 setting.
- The inspector carried out a learning walk with the childminder. The inspector assessed the impact of the quality of interactions and the learning opportunities that he and his co-childminder provide to children.
- The inspector viewed the indoor and outdoor learning environments.
- Written documentation was reviewed. This included safeguarding and child protection policies and procedures.
- During the inspection, the inspector spoke to the childminder, the co-childminder and children at convenient times and considered their views.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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