

Childminder report

Inspection date: 31 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are happy, confident and settled. They are eager to join in with the motivating activities that the childminder carefully plans for them. For instance, they enjoy learning about different farm animals. Children go on to read books about the farm and sing animal songs. They visit a farm where they can experience feeding the animals. Children have good opportunities to build on their interests. For example, children are keen to watch the birds and look at nature. The childminder takes them on regular visits to the nature reserve to learn about the wide range of different wildlife.

Children gain good social skills. They are polite and behave well. Children are kind and caring towards each other and other living beings. They gently stroke the much-loved family dog, Lola, and they talk to her fondly as they play. Children learn about the importance of healthy lifestyles. They talk about the importance of washing their hands and washing away germs before mealtimes. All children have good opportunities to develop their physical skills. They learn to move their bodies in different ways. For instance, they regularly visit the park and climb and balance on larger and more challenging equipment with confidence.

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

- The childminder establishes positive relationships with children. She gets to know them and their individual personalities well. This helps her to plan activities that she knows children will enjoy.
- The childminder has a good understanding of all areas of learning. Overall, she helps children gain skills to support their future learning. For example, children learn to take turns and share resources as they play. However, the childminder does not consistently encourage children to try and complete tasks that they are capable of carrying out themselves. For example, she steers children's learning and controls the resources they use in their creative activities. This means they do not make independent choices in their learning experiences and their creations are not unique.
- The childminder works closely with her co-childminder. They evaluate their practice together effectively. For instance, at the end of each day, they talk about what children enjoyed doing and what they would do differently next time. The childminder uses her findings to support her future practice. The childminder monitors the consistency of the quality of care and teaching they provide children. For example, she observes her co-childminder interact with children and offers helpful feedback to enhance their interactions with children.
- The childminder is keen to build on her good knowledge and skills even further. She completes training beneficial to her practice. For example, she has recently learned about the different ways that she can help children to understand the

importance of healthy eating. Therefore, children learn about the benefits of making healthy food choices.

- The childminder supports children to develop early literacy skills, which helps prepare them for their eventual move to school. For instance, children play games where they recognise letters that they can see when out on walks in the local community.
- The childminder supports children to develop good communication skills. They enjoy a wide range of books and singing activities. Children are confident to share their thoughts and ideas. The childminder helps to extend their vocabulary as she skilfully talks to them and asks good thought-provoking questions as they play.
- Overall, parents speak highly of the childminder. She provides parents with information about their children's day and what they have enjoyed doing. However, she does not yet make the most out of ways to share information with parents to support children's learning at home more routinely.
- The childminder helps children to learn about communities, cultures and traditions other than their own. For example, children learn about the reasons why people fast between sunrise and sunset during Ramadan celebrations.
- Children have a positive attitude towards their learning and make good progress. Children have a good sense of belonging and positive levels of well-being. Children enjoy the company of the childminder. They laugh together as they read books.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of safeguarding and child protection. She knows who to contact to seek advice. She fully understands the signs and symptoms of abuse and what may highlight a potential concern for her to follow up. The childminder keeps her knowledge up to date. For example, she completes regular training. The childminder completes thorough risk assessments to ensure she successfully keeps children safe. This includes minimising the risk of COVID-19. She ensures she keeps the setting clean and hygienic to minimise the spread of childhood illnesses. The childminder knows how to help keep children safe. This includes using her car safely and appropriately to transport children.

What does the setting need to do to improve?

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

- strengthen practice and understanding of how to fully promote opportunities for children to make independent choices in their learning
- share information more routinely with parents to support them to extend their children's learning at home.

Setting details

Unique reference number	128621
Local authority	Kent
Inspection number	10063882
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 1996. She is located in Leysdown-on-Sea in Sheerness, Kent. The childminder cares for children from Monday to Friday, from 7.30am to 6.30pm, all year round. The childminder works closely with another childminder. She holds a relevant early years qualification at level 3.

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 provider and has taken that into account in their evaluation of the childminder.
- The inspector carried out a learning walk with the childminder. The inspector assessed the impact of the quality of interactions and the learning opportunities she and her co-childminder provide 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.

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