

Childminder report

Inspection date: 5 April 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, content and confident in the childminder's care. They make themselves at home, helping themselves to activities in boxes, deciding where to play and who to play with. They follow a familiar daily routine that helps to promote their sense of belonging and security. Children spend a lot of time laughing, smiling and having fun when playing with their peers and the childminder.

Children know right from wrong. They play collaboratively, learning to negotiate and cooperate in their play. They are happy in their own company as well as inviting others into their play. Children show care and compassion towards each other. They develop caring and loving relationships with their peers and the childminder.

Children's vocabulary is continuously developing. The childminder introduces new words through discussions, questions and by following children's interests. Children are inquisitive and constantly ask questions to extend their own knowledge. They communicate using gestures, complex sentences and statements.

Children are making good progress in all areas of learning. They confidently participate in stimulating learning experiences according to their stage of development. Children lead their own play. They respond well to effective questions. They think for themselves and show high levels of curiosity to make further discoveries.

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

- Children learn about healthy lifestyles through clear explanations, discussions and routine activities. For example, they guess the smell of the soap to encourage them to wash their hands before meals and after toileting. Children thoroughly enjoy outdoor play, exploring space and movement. They love to show their peers new movements and encourage them to have a go. For example, children show others their yoga moves, balancing effectively on two hands and one leg. The childminder supports this well by encouraging the others to try these positions.
- Children expertly build using construction resources to their own planned design. They recall previous tasks and remember what pieces are needed. Children extend their imaginations and creativity by selecting further resources, such as play people to incorporate other aspects into their play. They confidently describe the designs and the people inside them, explaining what their roles are and how they are dressed. The childminder makes children feel proud about their achievements. She comments on how well they remember their designs

and how they add to them, making them even better.

- The childminder knows the children well and provides challenges and further experiences to support their ongoing learning. She liaises well with other settings that the children attend to provide a consistent and continuous learning experience. The childminder shares information and discusses children's ongoing learning and any concerns with parents and other settings. This helps to provide an opportunity for any gaps to be closed in children's development.
- The childminder plans mathematical activities throughout the day. Most activities test children's knowledge of mathematical concepts, such as matching the numeral to the amount of stars on a laminated sheet. However, the childminder does not make consistent use of her interactions with children to further support their good understanding of numbers and mathematical concepts.
- The childminder provides parents with plenty of information. They share information about children's development through electronic systems. Parents make positive comments about their children's ongoing development and their readiness for school. They feel that their children are growing in confidence and have caught up with their social skills since the COVID-19 pandemic.
- The childminder keeps most documentation up to date. However, she does not record children's attendance accurately to show how many children are in her care at any given time.
- The childminder has a positive attitude towards her ongoing professional development. She has an effective support network through local childminders and other settings. The childminder shares good practice and uses information to evaluate her own practice. She eagerly listens to new ideas and introduces these to her setting. The childminder identifies how new practices will support individual children's development and care.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear knowledge and experience of following procedures if she has a concern about a child in her care. She has a good understanding of the signs and symptoms of abuse. She attends regular training and keeps herself up to date with any changes in safeguarding procedures. Children have a growing awareness of how to keep themselves safe. They explore the space around them, taking into consideration other children and equipment. They negotiate steps well, holding on to the door to make the drop safely. The childminder encourages children to become aware of their environment, especially when walking along roads and using local facilities.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure children's attendance is recorded accurately.	06/04/2022

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

- develop a better understanding of how to extend children's learning of mathematical concepts, such as numbers, shapes and sizes, through everyday experiences.

Setting details

Unique reference number	EY478633
Local authority	Kent
Inspection number	10219828
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 5
Total number of places	6
Number of children on roll	9
Date of previous inspection	9 August 2016

Information about this early years setting

The childminder registered in 2014. She lives in Paddock Wood, Kent. The childminder cares for children on Monday to Friday, from 8am to 6pm, all year round. The childminder holds a level 3 early years qualification. She provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Claire Parnell

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 showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about her intentions for children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views on the setting with the inspector.
- The childminder provided the inspector with a sample of key documents 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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