

Childminder report

Inspection date: 6 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 very happy and enjoy their time in the care of the friendly childminder and her assistant. Children confidently express themselves, including with unfamiliar adults. They show high levels of engagement as they explore the resources readily available to them. They select toys of interest to play with both indoors and outdoors, alongside their friends. For example, children enjoy playing imaginatively in the shop set up for them. They select food items as requested by the childminder and pretend to bake cakes.

Children behave well. They respond to the childminder's high expectations to take turns and share resources during play. Children listen and follow simple instructions, such as bringing their water bottles to the snack table. They receive positive praise from the childminder when the task is completed.

Children demonstrate that they are beginning to understand how to manage their physical well-being. They discuss healthy eating and oral health with the childminder and read stories about visiting the dentist. Children learn about growth and living things through a range of exciting activities. For instance, they observe the life cycle of frogs in the garden pond. Children grow sunflowers and their own vegetables, which they look forward to tasting.

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

- The childminder and her assistant know the children and their families well. They spend time with children to identify their abilities, before planning for their future learning. However, the childminder does not fully consider how to use opportunities to find out from parents what children know and can do from the outset.
- The childminder plans a range of stimulating activities for children and also considers their interests. For example, she encourages children to recognise colours and numbers and to count during mathematical matching games. However, on occasion, activities the childminder provides do not fully consider the learning needs of younger children.
- Overall, children make good progress. The childminder assesses children's learning effectively. She carries out regular observations and uses these to plan for children's next steps. Any gaps in learning are identified quickly and support is given to the individual child.
- The childminder helps to develop children's love of books. For example, she reads daily to children, who enjoy choosing books for themselves. When reading 'Dear Zoo', children help to turn the pages and lift the flaps. They answer simple questions and mimic animals sounds. This supports their early reading well.
- The childminder encourages children to develop their independence skills in

preparation for the next stage of their learning. They help to tidy away their toys and help manage their personal care needs. For instance, children find their own shoes and coats and attempt to put them on before playing in the garden.

- The childminder frequently acknowledges children's efforts and gives them praise. For example, children sit together to eat and learn how to behave socially at mealtimes. The childminder role models good manners, such as using 'please' and 'thank you'. Children receive good levels of support in understanding what is expected of them.
- The childminder helps children to learn about healthy lifestyles and to develop self-care skills. For instance, children learn the importance of handwashing before meals and after using the toilet. The childminder teaches children about healthy and unhealthy food choices, as they learn why they need to brush their teeth frequently. For example, children make their own model tooth and practise how to use a toothbrush correctly.
- The childminder has established positive relationships with parents. They praise the service provided and feel that their children are making good progress. The childminder provides parents with suggestions for how they can further support children in their home learning. For example, she encourages children to borrow books to read at home with their parents.
- The childminder evaluates the quality of her provision through her own self-evaluation process. She has a positive attitude to completing professional development to help improve her service even further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant understand their duty to safeguard children. They have completed relevant safeguarding training and are aware of a wide range of issues, such as female genital mutilation and county lines. The childminder and her assistant demonstrate a good understanding of the procedures to follow in the event of a concern about a child or an allegation being made against an adult working with children. The childminder provides a safe and suitable home. She has thorough risk assessments in place to identify and minimise hazards in her home, and she considers how to reduce risks when on local outings with the children.

What does the setting need to do to improve?

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

- provide opportunities to further support and challenge the learning of younger children
- gather detailed information from parents about what children know and can do before they start and use this information to plan for their future learning.

Setting details

Unique reference number	126221
Local authority	Kent
Inspection number	10228220
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	11
Date of previous inspection	30 September 2016

Information about this early years setting

The childminder registered in 1999. She lives in Sittingbourne, Kent. The childminder offers care from Monday to Friday, from 7am to 6pm, for most of the year. The childminder holds a level 3 qualification. She works with two assistants.

Information about this inspection

Inspector

Laura Rigden

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 her evaluation of the setting.
- The inspector viewed all the areas of the home used for childminding, including the outside play space.
- The inspector spoke to the childminder and her assistant about their intentions for the children's learning.
- The inspector observed the quality of learning during play and discussed the children's learning and development with the childminder and her assistant.
- The inspector sampled relevant documentation and reviewed evidence of the suitability of the childminder, her assistants and those living at the premises.
- The inspector gathered parents' views through written feedback.

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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