

Childminder report

Inspection date: 14 April 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 receive a warm welcome from the childminder on arrival at her home. They are happy and eager to separate from their parents. For example, children wave goodbye at the door before independently removing their shoes and washing their hands. They quickly settle and engage in their play.

Children demonstrate that they feel safe and secure in the home-from-home environment. For instance, the childminder shows genuine care and affection to the children and they readily seek her out for cuddles. Children develop secure bonds with the childminder, which has a positive impact on their social and emotional development.

Children benefit hugely from daily exercise and fresh air. The childminder plans her curriculum to include daily trips to local parks, nature reserves and historic buildings, where children explore freely and take risks as they climb trees. Children are learning how to manage risk and lead healthy lifestyles effectively.

Children behave well and know what is expected of them as the childminder is clear and consistent in her approach. For example, they have learned about good table manners. Children sit sensibly together as they eat. They say 'please' and 'thank you', demonstrating their understanding.

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

- The childminder knows the children well. She plans a curriculum that is tailored to their individual needs and builds successfully on what they already know and can do because of this. For example, children learn about the life cycle of a butterfly as they explore familiar stories. The childminder successfully extends their knowledge as they watch video clips and are introduced to some new words such as 'chrysalis' and 'larvae'. However, on occasions, the childminder does not introduce new words to extend younger children's vocabulary during play.
- Parent partnerships are a strength of the childminder. Parents remain well informed about their children's learning and development and how they can support this at home. For instance, the childminder regularly shares information about children's progress in a variety of ways. Parents comment on how they contribute to their children's next steps by sharing what they can do at home. They feel involved in their children's learning.
- The childminder has high expectations for children's behaviour. This is reflected in children's positive attitudes towards each other. For example, during free play in the garden children share, cooperate and take turns with resources as they are highly engaged in their play. However, occasionally, the childminder

interrupts children's play as she reminds them about making mess by transporting materials. This sometimes has an impact on children's natural response to be curious and explore their environment.

- Children learn about healthy food choices and enjoy physical activities daily. For instance, the childminder provides a variety of healthy cooked meals and snacks for the children to enjoy. The childminder gently encourages reluctant eaters to try new things. Children are successfully learning about healthy food choices and the benefits of regular exercise. This has a positive impact on their physical well-being.
- The childminder teaches children effectively about a range of emotions in an age-appropriate way. For example, together they share storybooks such as 'The Colour Monster' and paint pictures to help them explore and label their feelings. Children are developing a good understanding of their emotions and how to express themselves.
- The childminder works effectively with other settings to share information about children's progress and to plan school transitions. For instance, she contacts local schools to gather information about school readiness that she then shares with parents in the form of 'school packs'. This helps prepare children well for their next stage of learning.
- The childminder keeps her knowledge up to date. For example, she works in collaboration with other childminders and regularly completes training courses to continually improve her practice. This has a positive impact on the outcomes for children in her care.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her duty to safeguard children and protect them from harm. She can confidently talk about a range of safeguarding issues and scenarios, including differing cultural practices, radicalisation and various forms of abuse that can put children at risk. She knows who and when to refer to in a timely manner to protect children from further harm. The childminder keeps her safeguarding knowledge up to date, for example by completing regular training and research.

What does the setting need to do to improve?

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

- extend younger children's development further and introduce new vocabulary during play
- continue to support children's understanding of why behaviour rules are in place, while reducing the impact that this has on interrupting their play.

Setting details

Unique reference number	EY447945
Local authority	Kent
Inspection number	10228682
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	12
Date of previous inspection	7 December 2016

Information about this early years setting

The childminder registered in 2012 and lives in Maidstone, Kent. She offers care Monday to Thursday, from 7.30am to 5.30pm, throughout the year.

Information about this inspection

Inspector

Nicky Webb

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 and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views on the setting with the inspector.

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