

Childminder report

Inspection date: 20 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	Met
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What is it like to attend this early years setting?

The provision is good

Children form strong attachments to the kind and loving childminder. They are relaxed and happy as they settle down to play in the safe and homely environment. Children show delight and enthusiasm when they start the morning with singing and rhymes. They laugh and smile as they competently dance and join in with words and actions.

Children are very sociable and friendly. The childminder acts as a good role model for children's caring and respectful behaviour. For instance, children demonstrate how gentle and considerate they are when they help to look after the childminder's pets. This supports children to understand how to care for other living things as well as one another.

Children are highly motivated and eager to explore. They demonstrate good focus and attention, such as when they concentrate on digging and filling buckets in the sandpit or looking for bugs in the garden. They have time and space to follow their interests and to demonstrate their knowledge and skills. Children enjoy a wide range of experiences to develop their understanding of the wider world. They share special days and festivals together while learning what makes them similar, different and unique. Children are fully prepared for the next stage in their learning and for life in modern Britain.

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

- The childminder provides an inclusive, safe and stimulating environment for children to learn. She is thoughtful and reflective, and she evaluates her provision effectively, using the views of parents, children and other professionals. The childminder works well with other professionals to ensure that there is consistency in children's care and education.
- The childminder plans stimulating activities to support children's learning and development. She uses what she knows about children's development and interests to create a well-sequenced curriculum. This successfully builds on their knowledge and skills. However, the childminder does not consistently recognise when to introduce more-advanced skills into children's play, to extend learning even further.
- The childminder recognises that, due to the COVID-19 pandemic, children have had limited opportunities to socialise with others. The childminder uses meaningful ways to help children learn about taking turns, sharing and considering the needs of others. For example, she encourages children to make cups of pretend tea for one another when they play imaginatively. This helps to support their personal and social development.
- The childminder shares the children's delight and wonder in the world. For

example, she encourages children to closely observe snails they find outside. Children are interested and fascinated when they bathe the pet tortoise. They feel its shell and find food for it to eat. These experiences help to broaden children's knowledge and respect of the natural world and environment.

- The childminder supports children's communication and language skills well. She simplifies sentences to help young children hear and repeat key words. Parents comment on how their children's language skills have improved, including those who speak English as an additional language. For instance, children use sign language alongside new words to help make their needs known. The childminder shares activities with parents to help them to continue to develop their children's language skills at home.
- The childminder develops routines to support children's health and well-being. For instance, she notices when children need to sleep so that they do not become overtired. All children know that they must wash their hands before eating. The childminder provides balanced and nutritious food for the children. She talks with them about how food keeps them strong and their teeth healthy.
- The childminder and her assistant access regular training opportunities and meetings to continuously update their skills and knowledge. They work very well together and have created a strong and supportive professional relationship. This is embedded into the highly respectful interactions they have with one another and the children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows how to keep children safe. She has robust recruitment procedures in place to ensure the suitability of assistants working with the children. The childminder and her assistant know the signs and symptoms that indicate a child may be at risk of abuse and neglect. They know what to do and how to refer their concerns in a timely manner. The childminder regularly attends training to update her skills and knowledge, including about wider safeguarding issues. She regularly shares safeguarding information with parents. For instance, she advises parents about keeping children safe online. The childminder regularly checks her environment to ensure that it is safe for children to play.

What does the setting need to do to improve?

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

- build on existing good teaching to extend the learning of the most able children even further.

Setting details

Unique reference number	EY445315
Local authority	Kent
Inspection number	10132621
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 10
Total number of places	6
Number of children on roll	17
Date of previous inspection	23 March 2015

Information about this early years setting

The childminder registered in 2012 and lives in Kemsing, near Sevenoaks, Kent. She operates all year round from 7.30am to 6pm, Monday to Friday. The childminder provides funded early education for two-, three- and four-year-old children. She occasionally works with an assistant.

Information about this inspection

Inspector

Alison Martin

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 childminder and the inspector had 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 on children's learning.
- The inspector spoke with the childminder's assistant during the inspection.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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