

# Childminder report

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Inspection date: 25 April 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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

The childminder provides an enjoyable and welcoming environment where children are happy, settled and display a strong sense of belonging. Children develop strong bonds with the childminder and with each other. The childminder has high expectations for children's behaviour. They behave very well and use good manners. Children respond positively to the continual praise and encouragement from the childminder, which helps to raise their self-esteem.

The children move around the setting freely and confidently, choosing their own resources from the range available. They learn to manage their own self-care, such as washing their hands before eating and preparing themselves with shoes and coats to go in the garden. Children acquire a good range of key skills in preparation for the next stage in their development and the move on to school.

There is a strong focus on emotional and physical well-being and nurturing. For example, children learn the importance of caring for pets and enjoy finding dandelion leaves to carefully feed the pet rabbits in the garden. Children enjoy yoga with the childminder and display a can-do attitude to learning new things.

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

- Parents speak very highly of the childminder. They are appreciative of the daily feedback they receive and the opportunities their children have to learn. The childminder works well with parents when children join her setting, to agree their starting points and next steps. Parents are confident that their children are well cared for.
- The childminder has a good knowledge of the children in her care. She uses her ongoing observations to understand children's levels of achievement, interests and learning styles. The childminder incorporates children's next steps in learning into her planning to support their development.
- The childminder works closely with parents and other professionals to ensure that children receive the extra support they need. However, she has not fully developed partnerships with all the other settings children attend. This means that they do not consistently work together to support children's next stages of learning and development.
- The childminder places a high priority on promoting children's communication and language skills during her interactions. For example, she introduces a wide range of vocabulary and gives full and detailed explanations to help children understand. She also skilfully uses the advice from other professionals working with children to provide targeted interventions to support their speech and language development. However, the implementation of her mathematical activities, such as encouraging children to count, is not as effective.

- Children develop a good understanding of the natural world. For example, they relish the opportunity to visit the childminder's beach hut and participate in a wide range of activities while there. These positive experiences help children to learn about the natural environment and develop an awareness of how things change over time.
- The childminder is reflective about her practice. She has completed a range of courses to improve her skills and knowledge. For instance, she has learned how to use Makaton to help children to develop their communication and language skills. She has used a local authority grant to improve the range of opportunities for children to visit places of interest, such as local farms and zoos.
- Children develop a good understanding of diversity beyond their immediate family. For example, the environment has positive cultural images, books and role-play resources to explore. Children enjoy learning about different festivals and celebrations from around the world.
- Although the childminder has carried out the necessary Disclosure and Barring Service checks for household members over the age of 16 years, she has not ensured that she has provided Ofsted with the necessary information for all of the required suitability checks. However, this has no impact on the children's safety. The childminder supervises the children in her care effectively at all times.

## Safeguarding

The arrangements for safeguarding are effective.

Despite failing to provide Ofsted with the necessary information to enable suitability checks to be carried out for all household members aged over 16 years, the childminder is vigilant towards protecting the children in her care. She is confident in how she would identify potential signs of abuse and the procedures she would use to report any concerns. This helps to protect the welfare of children. The childminder uses a good range of policies and procedures, which she regularly reviews to ensure that they contain correct information and contact details. She is aware of wider aspects of safeguarding, such as the 'Prevent duty' and how to protect children and families. The childminder carries out daily risk assessments of her home to help to ensure that it is safe and secure for children.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage, the provider must:**

	<b>Due date</b>
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ensure that Ofsted is provided with the required information on all household members over the age of 16 years so that their suitability can be checked.	25/05/2022
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**To further improve the quality of the early years provision, the provider should:**

- consider how the curriculum is implemented to ensure greater emphasis on mathematics
- develop partnership working with other settings children attend, to consistently support their next steps in learning.

## Setting details

<b>Unique reference number</b>	EY370849
<b>Local authority</b>	Kent
<b>Inspection number</b>	10228455
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	0 to 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	22 November 2016

## Information about this early years setting

The childminder registered in 2008 and lives in Broadstairs, Kent. She operates all year round from 8am to 5.30pm, Monday to Friday. The childminder provides funded early education for three- and four-year-old children. She holds a childcare qualification at level 3.

## Information about this inspection

### Inspector

Kimberley Luckham

### 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 looked at a sample of documents and certificates.
- The inspector spoke to the childminder and children at various points throughout the visit.
- The inspector took account of the views of parents through written feedback.
- The inspector held a discussion with the childminder to understand how the early years provision and curriculum are organised.
- The inspector observed the childminder to assess the quality of education.

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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Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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