

Childminder report

Inspection date: 10 May 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 feel safe and secure in the childminder's care. They have a close relationship with the childminder, who openly gives them cuddles and shows them affection. Children confidently ask the childminder for help and are encouraged to try tasks for themselves. For example, children try to put their shoes on themselves as the childminder sensitively reminds them which shoe goes on which foot. Children feel proud of their achievements and show this with smiles, claps and cheers.

Children happily invite others to join their play. They show care and tenderness towards their younger friends and help them to join in with their play. Children share, take turns and learn to cooperate with each other.

Children show an understanding about growing their own plants and the natural world. They talk confidently about planting seeds to grow vegetables and herbs. They talk through the process of planting the seeds and watering them. They explain in detail that they need water and sunshine to make them grow. Children show a keen eagerness to learn about nature.

Children explore movement through activities such as yoga. They all join in with the activity to learn to stretch, move, position and breathe. The childminder helps children to learn about using movement and breathing to support their emotional well-being. Children confidently explain that slow and purposeful breathing helps them to stay calm.

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

- The childminder knows the children well and shares her observations of their learning with her co-childminder to provide a continual approach to their learning. The children's play is planned according to their next steps for their learning. However, most of the play is adult directed and there are limited opportunities for children to lead their own play. Therefore, children do not make decisions for themselves as to what to play with and when.
- The childminder encourages children to use new vocabulary throughout their play. During planned activities, the childminder introduces new words. Children show intrigue and want to know more. The childminder uses technology to help children to find out more and answer their questions about what they have learned. For example, while playing a fishing game, the childminder explains the names of the fish. The children want to know more about a puffer fish. The childminder helps children to search for pictures and further information using technology.
- Children express themselves confidently through role play and fantasy play.

They act out roles that they have seen before. For example, they pretend to make burgers and sell them from the hatch in the playhouse. However, children are not always able to be freely creative through drawing and making marks. The childminder provides mainly pre-drawn activities, which does not fully support children's creative and expressive minds.

- Children show a clear understanding of mathematical concepts. They sort colours into groups, compare sizes of objects, count out loud and use plenty of mathematical language throughout their play. The childminder incorporates numbers into most activities, which helps children to realise that numbers and amounts are all around them. Children actively share their achievements with each other and celebrate what they they have learned.
- Parents comment positively about the support they receive from the childminder. They receive guidance and information about their next stage in their children's development and how to support this at home. Parents receive information about their child's development on a daily basis and through regular reports. Parents comment that they feel reassured, confident and at ease when leaving their children in the childminder's care.
- The childminder has a positive attitude towards her continuous development. She is eager to improve and seeks information from professional bodies to develop her practice. She works closely with her co-childminder to provide a consistent approach to children's care.
- The childminder works effectively with other professionals. She makes links with local schools that children are transferring to. She provides activities and encourages discussions about the new school environment to help to support children's transition. She encourages children's self-help skills, such as finding their own drinks, putting their coats on and changing their own clothes. This helps children to feel independent when they go to school.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her knowledge of safeguarding procedures up to date. She attends regular training and reassesses her current practice in line with new information and regulation. The childminder is familiar with local safeguarding partnership procedures. She carries out thorough risk assessments to provide children with a safe and secure play environment. The childminder keeps children safe when visitors are present. For example, when guttering and windows are being cleaned outside, children watch with intrigue indoors. The childminder takes into consideration how to keep children safe in the event of an emergency.

What does the setting need to do to improve?

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

- provide more frequent opportunities for children to follow their interests and lead their self-chosen play
- develop skills and knowledge to encourage children's self-expression and help them to develop skills to make marks through play experiences.

Setting details

Unique reference number	126253
Local authority	Kent
Inspection number	10228221
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	0 to 11
Total number of places	6
Number of children on roll	16
Date of previous inspection	9 November 2016

Information about this early years setting

The childminder registered in 2000 and lives in Allington, near Maidstone, Kent. She operates all year round from 7am to 7pm, Monday to Friday. The childminder is also registered to provide overnight care. She provides funded early education for two-, three- and four-year-old children. The childminder holds a childcare qualification at level 3. She works with her husband, who is her co-childminder.

Information about this inspection

Inspector

Claire Parnell

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 spoke to the inspector about her intentions for children's learning.
- The inspector spoke to children to find out about their time with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- Parents shared their views of the childminder 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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