

Childminder report

Inspection date: 16 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 have a warm bond with the childminder and show that they feel happy and secure in her care. The childminder provides a safe, welcoming and homely environment. Children have ample space to play and there is a wide range of resources to choose from, indoors and outdoors. Children are self-motivated to play and explore. They know where their favourite toys are and very happily focus on self-chosen activities.

Children enjoy trips out to socialise with a larger group of children and develop their social skills. They have good opportunities to develop their independence. For example, they learn to do things for themselves, such as putting on their own shoes for outdoor play. Children acquire a good range of key skills in preparation for the next stage in their development and the move to school.

Children benefit from a calm and caring childminder who is a positive role model. They learn to take care of the toys they play with. The childminder has high expectations for children's behaviour. Children listen attentively to what she says. For instance, they help to tidy away the toys that they have played with when asked. Children behave well and have good manners. The childminder praises children in a consistent and meaningful way that increases their self-esteem and emotional well-being.

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

- The childminder and the children have fun and enjoy each other's company. Children become absorbed in imaginative activities. For example, they act out familiar stories such as 'The Three Little Pigs'. Children recall the story and discuss their own experiences with confidence. They play well together, negotiate their play ideas and thoroughly enjoy when the childminder joins in their role play.
- The childminder supports children's early communication skills well. She clearly emphasises keywords within her interactions, introduces new vocabulary and models the correct pronunciation of words. Children listen carefully to the childminder and respond to her guidance. This helps to support their understanding and speaking.
- The childminder provides children with lots of opportunities to develop their early mathematical skills. She is effective in teaching children how to count within activities and to learn about concepts such as size, shapes and patterns.
- Children make good progress in their physical development. The childminder provides challenges to help develop their balance and coordination skills. Children are gaining a good understanding of healthy lifestyles. For example, they follow good health and hygiene routines and engage in discussions about

healthy food choices. The childminder provides nutritious snacks and meals that the children thoroughly enjoy.

- 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. However, some planned activities are not quite as focused as they could be. On occasion, the childminder introduces too much new information to maximise children's learning effectively.
- Partnerships with parents are strong. The childminder exchanges frequent information with parents about children's progress. Parents comment on how well their children have settled with the childminder and recognise the progress they have made in her care. The childminder proactively works with other professionals, including staff at other settings that the children attend. However, she does not consistently consider ways to involve parents in extending their children's learning at home.
- The childminder is committed to ongoing improvements. She regularly reviews her practice and adapts her provision to help make positive changes. She attends regular training and seeks advice from other professionals, to help keep her knowledge up to date and to further develop her professional practice. For example, the childminder has adapted the organisation of her play space and resources to help enhance children's curiosity and exploration.
- Children develop a good understanding of diversity beyond their immediate family. For example, the childminder provides positive cultural images, books and role play resources for the children to explore.

Safeguarding

The arrangements for safeguarding are effective.

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 a wide range of safeguarding issues, such as the 'Prevent' duty and how to protect children and families. The childminder carries out daily risk assessments of her home to help ensure that it is safe and secure for children.

What does the setting need to do to improve?

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

- review the delivery of planned activities and focus more precisely on the knowledge or skill that children need to learn next
- consider ways to further provide parents with ideas and guidance about how

they can continue to support their children's learning at home.

Setting details

Unique reference number	EY480643
Local authority	Kent
Inspection number	10228925
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 5
Total number of places	4
Number of children on roll	9
Date of previous inspection	11 November 2016

Information about this early years setting

The childminder registered in 2014. She lives in Aylesford, Kent. The childminder offers childcare each weekday, from 8am to 5.30pm, all year round. She accepts funding for the provision of free education for three- and four-year-old children.

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 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.

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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