

Childminder report

Inspection date: 19 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 enjoy coming to this friendly and welcoming childminder. They enjoy a vast selection of interesting toys and can choose from many activities in the large garden space. The childminder provides resources that appeal to children's interests and curiosity. Equipment such as magnifying glasses and information books help to stretch and challenge enquiring minds. For example, after finding an empty eggshell in the garden, the children looked more closely at their 'treasure' and found out the exact bird that it had come from. They investigated life cycles and discussed where the egg would have been looked after, prior to hatching.

Children benefit from curriculum experiences that are relevant to their current age and stage of development. The childminder uses information gathered from parents about what children can do and arranges activities that provide opportunities for learning experiences. For example, children are taken to watch the farmer ploughing the hay in the nearby field, after showing an interest in farming. The childminder draws out opportunities to discuss the process and introduces new vocabulary. As a result, children make substantial progress in their communication and language.

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

- The childminder has a passion for developing children's communication and language through speaking and listening activities. She invites discussions about children's lives and what is familiar to them. For example, she notices conversations where children like to point out their similarities and differences, compared to their friends. As a result, children learn new vocabulary and about experiences beyond their own.
- The childminder speaks confidently about children's progress from their starting points. She can say what they are working on next to move forward with their wider learning. However, she is not fully effective in quickly identifying and addressing gaps in children's learning to help them make even better progress.
- The children in the childminder's care have a wealth of opportunities to visit places beyond the home. For example, they visit local country parks and beaches. They return to the house with 'treasures', such as shells and pebbles, to continue creative experiences. Children learn about the natural world as they use their finds to create collage pictures. These are then revisited and discussed. Children talk about the items and revisit their experiences. This gives them a chance to practise and deepen their understanding of new words.
- The childminder encourages children to learn about various cultures beyond their own. She offers experiences that encourage children to explore celebrations, such as Chinese New Year. For example, children visited a show that entertained them with dragon dancing and music from Chinese origins. This

provides opportunities to develop children's awareness of the wider world.

- Parents are happy with the care that their children receive. They are encouraged to provide healthy lunch boxes and are made aware of the advantages of physical exercise for children's development. Parents praise the welcoming and accommodating support that the childminder provides.
- The childminder has effective two-way communication with parents, to offer support and guidance for the development of children's learning. She shares observations and photos of the children at play and encourages parents to extend the learning at home. However, the childminder is not always particularly clear when sharing targeted support plans for those children who she is worried about.
- Children's behaviour is good. The childminder takes every opportunity to provide learning experiences that encourage sharing, consideration for others and using polite manners. This ensures that children have a mutual respect for each other's needs and preferences. The childminder's calm and caring approach means that children form secure relationships with her and each other.
- The childminder constantly evaluates her practice and strives to make improvements that ensure better outcomes for children. This is evident in her recent experiences with external programmes for children with speech, language and communication delay. The childminder has sought specific information to provide more supportive activities for children who she has concerns about.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is aware of her responsibility to safeguard children. She provides opportunities to update and refresh her knowledge of current practice and procedure through local authority specialists. She clearly explains the robust procedures she would take should she have any concerns about children's welfare. The childminder regularly talks to children about keeping themselves safe. For example, children practise crossing the road safely. The childminder has completed paediatric first-aid training and is well informed about practices such as providing medical care, if necessary. She conducts thorough risk assessments to ensure she keeps children safe from harm.

What does the setting need to do to improve?

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

- strengthen targeted support for children to close gaps in their learning more swiftly
- share more precise and in-depth information with parents about children with targeted support plans.

Setting details

Unique reference number	EY347046
Local authority	Kent
Inspection number	10228432
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 10
Total number of places	6
Number of children on roll	9
Date of previous inspection	19 December 2016

Information about this early years setting

The childminder registered in 2007 and lives in Longfield Hill, near Meopham, Kent. She provides care from Monday to Friday, all year round. The childminder accepts funding for the free provision of education for children aged two, three and four years. The childminder holds a level 3 qualification in childcare.

Information about this inspection

Inspector

Kate Williams

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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder spoke to the inspector about her intentions for children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views on the setting with the inspector.
- The childminder provided the inspector with a sample of key documents 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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