

# Childminder report

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Inspection date: 27 May 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## What is it like to attend this early years setting?

### The provision is good

Children form strong bonds with the childminder as they settle into their new surroundings and her new home. They feel happy, safe and secure. Children participate enthusiastically in a variety of stimulating activities. They benefit from the childminder knowing their individual abilities. Children choose a book each and listen attentively to stories read to them, such as 'Giraffes Can't Dance'. Children learn new words, such as 'waltz'. The childminder addresses any misconceptions about the vocabulary. She explains that a 'waltz' is a dance. Children demonstrate good physical skills. For instance, they carefully turn the pages, point to pictures and enjoy manipulating a glove puppet.

Children learn from books that are specifically chosen by the childminder to help deliver her curriculum. They link the names of colours to a range of different emotions, such as 'yellow for happy' and 'blue for sad'. This helps children understand and express how they feel in different situations. Children develop confidence and resilience ready for school.

The childminder has high expectations for children's behaviour. Children begin to understand some social rules for being together. For example, they are reminded by the childminder to say 'thank you' at mealtimes when choosing milk or water.

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

- The childminder develops good relationships with parents. She shares children's individual next steps for learning and the book of the week. This helps parents to support their children's learning at home. Parents comment they are happy with the service provided. However, the childminder does not collect enough information from parents from the outset to establish children's starting points. This means that children are not supported as well as they could be when they first start.
- The childminder supports children's communication well. She asks children questions to encourage them to use their words, such as what colour play dough they want. The childminder reinforces the word 'push' when younger children begin to investigate pushing cereal into the play dough. Older children confidently make imaginative models with the play dough, such as a head with spaghetti hair. They have plenty of opportunities to revisit activities to consolidate their learning. However, the childminder does not make the most of opportunities to teach children mathematical concepts, such as number.
- Children benefit from going on a range of outings to widen their cultural awareness of the local community in which they live. This supports their confidence in new situations. The childminder plans activities to help children develop an awareness of the similarities and differences between themselves

and their friends. For example, she talks to children about the colour of their eyes and hair. Children practise their emerging writing skills. For instance, they select the correct colour felt-tip pen and draw their hair. The childminder values children's achievements. Children grow in confidence and self-esteem.

- The childminder is a good role model to children. She teaches them about expected behaviour and kindness in a positive way. For example, the childminder uses distraction to deter unwanted behaviour. She tells children 'kind hands'. As a result, children learn to behave well.
- The childminder works closely with parents to meet children's individual dietary needs. She provides a variety of nutritious meals to teach children about making healthy food choices and to promote good oral health. Children regularly wash their hands before and meals to maintain good hygiene practices. The childminder encourages children to be independent. For example, she provides some steps to help them reach the taps at the kitchen sink.
- The childminder reflects on her practice and identifies how she wants to improve. For example, she wants to attend more training related to the early years foundation stage to raise the quality of teaching to an even higher level. The childminder liaises with staff at other early years settings that the children attend. This provides consistency for care and learning. She networks with other childminders to share ideas and good practice.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of safeguarding and how to protect children in her care. She knows the signs and symptoms that may indicate a child is at risk of harm. The childminder has a secure knowledge of local safeguarding procedures and where to report any concerns. She is aware of a wide range of child protection issues, such as radicalisation and extremism. The childminder risk assesses the back garden of her new home and plans to make it safe for children. She currently takes children on a range of outings outdoors to give them daily exercise.

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

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

- improve partnership working and use information collected from parents to inform the curriculum right from the start
- strengthen opportunities to develop children's mathematical skills further.

## Setting details

<b>Unique reference number</b>	2547213
<b>Local authority</b>	Kent
<b>Inspection number</b>	10232020
<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>	1 to 3
<b>Total number of places</b>	4
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2019. She lives in Maidstone, Kent. Her childminding service is open Tuesday to Friday, from 8am to 5pm. The childminder receives funding for the provision of free education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Jane Winnan

### 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 carried out a learning walk with the childminder to understand how the early years provision and the curriculum are organised.
- The inspector carried out a joint observation with the childminder.
- The inspector held discussions with the childminder and interacted with children at appropriate times during the inspection.
- A sample of documents were reviewed by the inspector, including the safeguarding children policy and the complaints policy.
- Parents' views were taken account of by the inspector.

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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