

Childminder report

Inspection date: 27 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 form strong attachments with the childminder and his co-childminder. They settle quickly and feel safe, secure and ready to learn. The childminder has effective settling-in procedures and gets to know the children and families in his care well. He finds out about children's interests and encourages children to feel confident about approaching things independently, but also to ask for help. This helps to support and prepare children for their next stage in learning or school as they practise perseverance and their can-do attitude.

Children benefit from additional funding, which the childminder uses positively to make the curriculum more exciting and engaging. For example, children enjoy activities such as stories and puzzles. They grow and take care of their own fruit and vegetables, and eventually enjoy tasting their harvest. Children are happy and have fun. They laugh and giggle during activities that help them learn about current events in the wider world. They practise speaking and sharing skills as they pretend to make each other tea and cake, using the various resources on offer.

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

- The childminder provides a stimulating environment where children make choices about their play. Children move between the indoor and outdoor areas, and they choose from a variety of exciting and engaging resources. When visiting other countries, the childminder sources different items that will appeal to children's curiosity and invite them to ask questions and learn new vocabulary. For example, children enjoyed exploring a Russian doll set. They had the opportunity to practise and develop fine motor skills as they took apart the various pieces.
- Children enjoy stories read by the childminder. He uses expression throughout. The childminder engages children with effective delivery of the text. Sometimes, however, he does not make the most of opportunities to extend children's key learning. The childminder's questioning can limit children's critical thinking. As a result, children are not challenged to their full potential.
- The childminder demonstrates effective behaviour management strategies. He encourages kindness and respect between children and their peers. Children understand that they must show respect for their friends and the equipment and resources. Then they can fully enjoy their time at the setting.
- The childminder knows the children's interests and their preferred way of learning. For example, he encourages younger children to become immersed in their play. Children experience the effect of tipping sand and pouring water. They explore the concept of 'cause and effect' using different materials.
- During adult-directed activities, the childminder encourages children to speak confidently in front of their peers. They practise counting during songs and

rhymes. At times, however, certain mistakes are not always identified, for example the pronunciation of certain numbers. Therefore, the childminder misses some opportunities to correct simple misconceptions.

- Children have opportunities to develop their social skills within larger groups. For instance, children enjoy taking part in activities at a local toddler group. They enjoy activities beyond their usual experiences, such as visiting another childcare setting with their friends.
- Children visit other places in the wider world, including a farm with a variety of rare animal breeds. They visit the large forest and enjoy investigating the wildlife and natural resources. Children learn new words as they collect interesting 'treasures' such as pine cones and acorns. The childminder then encourages children to count and 'cook' with their items in imaginative play experiences.
- The childminder engages parents effectively and takes time to speak to them about their children's day. He engages them well and includes them in their children's learning. This helps children to make good progress and provides a consistent approach to their care and learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is aware of his responsibility to safeguard children. He uses opportunities to update and refresh his knowledge of current practice and procedure through local authority training. He clearly explains the robust procedures he would follow should he have any concerns about children's welfare. The childminder has completed appropriate first-aid training and is well informed about practices such as providing medical care, if necessary. The childminder conducts thorough risk assessments to ensure children are safe from harm, including identifying and minimising potential hazards both on site and for external outings.

What does the setting need to do to improve?

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

- use story time sessions more effectively to challenge children's thinking, understanding and communication
- recognise and improve on opportunities to address children's misconceptions during adult-led activities.

Setting details

Unique reference number	EY477524
Local authority	Kent
Inspection number	10240013
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 9
Total number of places	6
Number of children on roll	14
Date of previous inspection	21 February 2019

Information about this early years setting

The childminder registered in 2014. He is located in Ashford, Kent. The childminder often works with two assistants and works closely with another childminder, at the same address. The childminder cares for children from Monday to Friday, 7am until 6pm, all year round. He accepts funding for the provision of education for children aged two, three and four years.

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 inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder, his co-childminder and children.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector spoke to parents during the inspection and took account of their views.
- 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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