

# Childminder report

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Inspection date: 31 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 are greeted with smiles and hugs when they arrive at the childminder's house. They enjoy the safe and spacious environment which is filled with their favourite activities and toys. They form lovely bonds with the calm and patient childminder and her assistant, who know them well.

Children are independent and creative when they play. For instance, they love to decorate the cardboard box aeroplane and pretend that they are flying off on holiday. Children share stickers and pencils, and older children support those who are younger to draw, while praising their efforts. This boosts children's self-esteem and helps them to develop empathy and kindness. The childminder supports children who need help with regulating their emotions. She sets consistent boundaries for children's positive behaviour. This helps children learn to self-regulate their feelings and behaviour.

Children are curious explorers. They notice changes to the environment outside, such as the bees and the changes to the weather. They like digging in the sand to find the buried toy dinosaurs. They focus their attention, for example, when they draw pictures or create patterns in the play dough. Children begin to develop skills and attributes, such as listening well to support their lifelong learning.

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

- The childminder is a truly dedicated professional who works hard to create a safe and stimulating place for all children. She shares information and ideas with professionals and other staff in other settings children attend. This helps her to broaden and develop her professional skills and knowledge.
- The childminder knows what children can do and what they know. Alongside her assistant, she plans activities to stimulate and develop children's skills. For instance, children experiment with different types of scissors when they cut paper. However, the childminder does not always consider how planned activities precisely meet her learning intentions for some children or support their current interests.
- The childminder engages in lively conversations with children. This stimulates children to speak and practise their communication skills. Young children listen carefully to new words, while older children learn specific words around their play. For example, when children pretend to fly the cardboard plane, they introduce words such as 'pilot', 'passenger' and 'co-pilot'.
- Children snuggle up with the childminder to listen to stories. Young children explore interactive books and look for animals and vehicles in the pictures. Older children listen carefully. This helps children to develop a love of books and storytelling.

- Children have space to practise their large-muscle skills. For instance, they show good balance and coordination as they pedal the tricycles around outside. They enjoy trips to the local playground where they can practise using large apparatus. Children demonstrate good fine motor skills when they carefully peel the paper from stickers or move toy trains around the train set they have built.
- The childminder instils good hygiene habits into the children's daily routines. For instance, children know that they must wash their hands before they eat. They enjoy a nutritious cooked lunch and show good independence skills, such as feeding themselves and using cutlery. However, the childminder provides some foods and drinks, such as during snack time, which do not promote children's good oral health.
- Children enjoy various trips out, such as to other groups and to historic places where they learn about the lives of others. They celebrate festivals and holidays and read stories about different people and families. Children love to talk about their lives, such as during mealtimes, where they discover their similarities and differences. This helps them to learn about the wider world and their place within their own community.
- Parents love the childminder's caring and honest approach with their children. They praise her good communication skills. They know what their children are doing and they share information about their children's learning at home. Parents are pleased with how settled and relaxed their children are when they are with the childminder.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder takes her responsibilities for the safety and welfare of all children very seriously. She ensures that her knowledge and safeguarding policies are regularly updated. She is highly vigilant and aware of the signs and symptoms of abuse and neglect. She ensures that all assistants are suitable to work with children and have good safeguarding knowledge. The childminder knows how to respond to any concerns she may have about children. She shares her concerns in a timely manner with other professionals when needed. For instance, she knows what to do if she feels that a child is at risk of extreme or radicalised behaviours.

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

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

- continue to build the curriculum around what children already know and their current interests to further strengthen opportunities for children to learn and develop
- strengthen ways to promote healthy eating to support children's understanding of good oral health.

## Setting details

<b>Unique reference number</b>	2566267
<b>Local authority</b>	Kent
<b>Inspection number</b>	10239332
<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 13
<b>Total number of places</b>	12
<b>Number of children on roll</b>	24
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2020 and lives in Hawkhurst, Kent. She operates all year round from 7.15am to 6.15 pm, Monday to Friday. The childminder works with an assistant.

## Information about this inspection

### Inspector

Alison Martin

### 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 and the inspector had a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- Parents spoke with the inspector, and the inspector took account of their views.
- 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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