

# Childminder report

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Inspection date: 7 June 2022

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

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

### The provision is good

Children enjoy coming to this large and inviting setting. They enter with excitement and immediately begin their interactions with friends. They independently organise their belongings, ready for the day ahead. Children enjoy a wealth of activities that appeal to their interests and curiosity. The garden has an wealth of learning opportunities. Children investigate fruit trees throughout the seasons. They explore minibeasts in patches of rough grass and shrubs. They enjoy creating recipes in the mud kitchen, which contain pebbles and shells. This exposes them to a wide variety of learning experiences.

Children receive praise for their successes and are encouraged to celebrate their achievements with friends. There is a high expectation for children to care for each other by using appropriate manners. Children build trust and confidence with the childminder and secure relationships with friends. They explore an exciting curriculum together, share and take turns. The childminder has an obvious approach for encouraging kindness and respect. This ensures that children achieve the best possible outcomes during play. Children enjoy activities that capture their current fascinations. Ambitious planning for experiences that match their age and stage of development ensures that all children make good progress.

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

- The childminder provides high-quality opportunities for children to practise their communication and language development. She encourages the use of correct pronunciation and teaches complex vocabulary. For example, while enjoying their snack, children discuss the importance of drinking water to keep hydrated.
- The childminder visits various settings which provide a variety of learning experiences. For example, they visit a local farm with rare and unfamiliar breeds of animals. They negotiate their way through the paths and stairways of a historic castle and find tadpoles in the courtyard pond. Children develop their knowledge and understanding of the wider world around them.
- Mathematics is a strong focus in the curriculum. The childminder plans activities for children to practise counting, using different objects in their play. They learn new words to describe items, such as words associated with size and shape. However, at times, children have fewer opportunities to recognise numerals and to link them to the correct amounts.
- The childminder has an excellent behavioural management approach. She has high expectations for all children to understand how their actions can affect others. For example, children explore facial expressions, using mirrors. They look at the features of the face that give clues about how someone is feeling. They are able to recognise different emotions and respond positively, as a result.
- A large outdoor area provides opportunities to learn about the natural world.

The childminder encourages children to develop their enquiring mind. They investigate wildlife such as insects and birds. However, at times, opportunities to extend children's learning through the use of information books and other supporting equipment are sometimes limited.

- The childminder has an exceptional attitude towards continually improving her practice. She understands the impact of professional development on children's ongoing learning and development. For example, she recognises the importance of including children who speak English as an additional language and those with special educational needs and/or disabilities. This additional effort to ensure that the childminder understands how children learn ensures that all children make good progress.
- Partnerships with parents are strong, and they praise the childminder for her kind and calm approach. Communication is positive, and the childminder makes every effort to share children's progress and development on a regular basis. Parents describe the childminder as nurturing and trustworthy. They highly recommend her care and say that they are thrilled that their children are safe, stimulated and happy.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder understands her responsibility to keep children safe. She knows what potential signals of abuse could be and who to report her concerns to. She is aware of the signs that a child may at risk of being exposed to extreme views or behaviours. The childminder completes detailed accident and incident records and ensures that parents are always informed. The childminder supports children to stay safe. For example, she has sun hats and sunglasses accessible for children, which helps children to practise being safe in the sun.

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

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

- provide further opportunities for children to recognise numerals and link them to the correct amounts in their play
- enhance resources to extend opportunities for children to build on learning as it occurs, within the wider provision.

## Setting details

<b>Unique reference number</b>	2561577
<b>Local authority</b>	Kent
<b>Inspection number</b>	10239192
<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 2
<b>Total number of places</b>	3
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2020 and lives in Folkestone, Kent. She operates for most of the year from 7.30am to 5.30pm, Monday to Friday. The childminder holds a relevant childcare qualification. She provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Kate Williams

## 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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector had a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke communicated with the inspector during the inspection.
- The inspector observed the interactions between the childminder and the children.
- The inspector spoke to several parents during the inspection and 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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