

Childminder report

Inspection date: 15 June 2022

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

What is it like to attend this early years setting?

The provision is good

Children enjoy their time with the childminder, responding warmly to her and to the welcoming environment. They are inquisitive and relish opportunities to explore the outdoor environment. Children participate in many activities in the natural environment. For example, they join larger groups for adventures in the woods, grow plants and vegetables, and learn the importance of caring for animals, such as the childminder's chickens, guinea pig and rabbit.

Children learn to do things for themselves. The childminder supports their independence and encourages them to complete small tasks independently. For example, children find their own shoes and put them on ready to play in the outdoor environment. Children have opportunities to socialise with a larger group of children and develop their social skills. Children acquire a good range of key skills in preparation for the next stage in their development and the move to school.

Children behave well. They are encouraged to share and take turns effectively. They use good manners without being prompted. Children are happy, confident and motivated in their learning. The childminder praises children in a consistent and meaningful way that increases their self-esteem and emotional well-being.

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

- The childminder is confident in her knowledge of what she wants children to learn. She knows the children well, how they are progressing and what they need to learn next. The childminder provides a varied curriculum that incorporates the children's interests and learning needs. However, the implementation of mathematical knowledge through activities, such as encouraging children to consider size and volume, is not as well embedded as other areas.
- The patient and kind childminder interacts with children and supports their communication and language skills very effectively. She listens well and extends their vocabulary. The childminder continually talks to the children, describing what they are doing. She clearly emphasises key words to help enhance their understanding and speaking skills. Older children use a wide range of vocabulary. For example, they use words such as 'wavy' to describe the hair on their dough models.
- Children develop a love of reading. They freely access books from the wide variety available to them. They readily choose books to read with the childminder or look at independently. In addition, the childminder invites children to explore books in their home languages to share with their friends. Children have a sense of pride as they teach their friends some of the words and

phrases they use at home. Children gain a good understanding of the differences and similarities with others.

- Children make good progress in their physical development. They enjoy trips to the local park, and the childminder provides challenges to help develop their balance and coordination skills. Children are gaining a good understanding of healthy lifestyles. For example, they follow good health and hygiene routines and engage in discussions about healthy food choices.
- The childminder regularly reflects on her practice and the experiences she provides for children. She keeps her knowledge up to date through regular training and her own online research. The childminder precisely plans for her professional development to keep her knowledge up to date. She uses the information and ideas gained from training and research to influence her practice.
- Partnerships with parents are good. The childminder gathers detailed information about children's routines, likes and dislikes before they start. Parents are very complimentary about the childminder and her setting. They state how pleased they are with the education and care provided. However, the childminder does not consistently consider ways to involve parents in extending their children's learning at home.
- Children develop a good understanding of diversity beyond their immediate family. For example, the childminder ensures that the environment has positive cultural images and role play resources for the children to explore.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her safeguarding responsibilities. She keeps her safeguarding knowledge up to date through attending training courses. The childminder can confidently identify the signs and symptoms which may indicate that a child is at risk of harm. She keeps well informed about local safeguarding procedures and knows who to contact if she has any concerns. The childminder ensures that children are continuously supervised when in her care and completes daily checks on her home to identify and eliminate any potential risks.

What does the setting need to do to improve?

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

- consider ways to further provide parents with ideas and guidance about how they can continue to support their children's learning at home
- consider how the curriculum is implemented to ensure greater emphasis on mathematics.

Setting details

Unique reference number	2545245
Local authority	Kent
Inspection number	10239384
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 4
Total number of places	3
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She lives in Canterbury, Kent. The childminder operates from 7.30am until 5.30pm, Tuesday to Friday, throughout the year. She holds a suitable qualification in childcare.

Information about this inspection

Inspector

Kimberley Luckham

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 looked at a sample of documents and certificates.
- The inspector spoke to the childminder and the children at various points during the inspection.
- The inspector took account of the views of parents through written feedback.
- The inspector held a discussion with the childminder to understand how the early years provision and curriculum are organised.
- The inspector observed the childminder to assess the impact of the teaching and learning.

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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