

Childminder report

Inspection date: 28 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 attending this bright and welcoming setting. They benefit greatly from the very positive relationships they build with the childminder. She is caring, experienced and knows children well. Children are calm and happy, and thoroughly enjoy the activities provided. They show high levels of confidence in social situations. For example, young children show interest in the inspector and allow them to engage in their play. Children feel reassured by the kind words of the childminder. They are emotionally content and secure in her care.

Children enjoy exploring books from a young age and spend time looking through the various covers on offer. In addition, they show their readiness for the childminder to read to them. Children enjoy the activities offered and take part in messy play that appeals to their senses. For example, children enjoy exploring various textures, such as jelly, rice and wet sand. Again, the childminder uses these opportunities to teach new words. For example, words that describe skills, like 'pouring', 'stirring' and 'patting'.

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

- The childminder provides a curriculum that considers the age and stage of the children in her care. She follows children's interests intently, ensuring she has a wide range of resources to regularly meet these interests. Young children enjoy toys that display cause and effect. For example, babies smile as they recognise that pressing buttons or pulling levers will reveal exciting characters.
- The childminder supports children's physical skills well. For instance, children enjoy using play equipment at the local park to practise balance, control and negotiating larger spaces. The childminder considers their small-muscle development, as they 'pinch' small cubes of fruit and raise them to their mouth. They enjoy drawing and painting on vertical boards as well as exploring mark making in various forms. For example, children look at books and trace the numbers one to nine, before having the opportunity to draw these with their fingers in materials, such as shaving foam and rice.
- Children enjoy listening to stories and sit attentively. The childminder uses expression and tone to engage the children in the rhythm of rhyming text. However, the childminder does not always make the most of opportunities to question children and help them to name and repeat words to fully embed their developing language.
- The childminder promotes numbers and counting skills from a very early age. For example, children count to 10 as they brush each area of teeth in their mouth. They count their steps as they walk along the balance bar and know it is time to get up when the childminder has finished counting the last button on their babygrow. Children hear the numbers in order and begin to understand

their correspondence with various actions.

- The childminder ensures that she supports children emotionally. They seek her for reassurance and she is one step ahead of ensuring their understanding of certain changes to the routine. For example, the childminder provides dolls, a crib and a pushchair for children, in preparation for a new baby that is soon to attend.
- Parents praise the childminder for her effective communication. They receive daily updates about care routines for children, and the activities they have taken part in. Most of all, parents are happy that their child likes to attend the childminder, and are grateful for the flexibility and support that they and their children receive.
- The childminder has undertaken some basic training since she registered as a childminder. She has sought advice from local authority advisers and reads information about how to improve provision. However, she recognises that undertaking further training, as well as seeking examples of good practice from other skilled childminders, will enable her to raise the quality of education for children even further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has good knowledge of how to keep children safe. She understands the possible signs and/or symptoms of abuse and how to follow appropriate procedures. The childminder uses rigorous and thorough risk assessments to ensure children are kept safe in the home, and on outings. The childminder explains to children why they must or must not do certain things, to help them understand how to stay safe. She completes thorough accident, incident and administration of medicine records. The childminder has completed all required training, such as paediatric first aid and child protection training.

What does the setting need to do to improve?

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

- help children to further develop their speaking and language skills through the use of stories and effective questioning
- build on training and networking opportunities to help raise professional confidence and further improve the quality of provision.

Setting details

Unique reference number	2574225
Local authority	Kent
Inspection number	10239336
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 1
Total number of places	6
Number of children on roll	1
Date of previous inspection	Not applicable

Information about this early years setting

The childminder lives in Dover, Kent. She lives with her husband. The childminder cares for children from Monday to Saturday, from 6am to 6pm, all year around. The childminder has a relevant early years qualification at level 2.

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 childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this has on children's learning.
- Parents shared their views of the setting with the inspector.
- 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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