

Childminder report

Inspection date: 29 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 are extremely happy and enjoy the time they spend in the childminder's home. They enjoy a large area to play, from which they choose from an abundance of activities. Children enjoy a broad and balanced curriculum that prepares them for the next stage in their educational journey. When children first start with the childminder, she gathers information from parents about children's likes and dislikes to enable her to follow their interests with things that they like and enjoy. This extends to their health and personal needs, such as any allergies or dietary requirements. This ensures their safety before they enter.

Children enjoy experiences that engage curiosity. For example, the childminder encourages children to grow fruits and vegetables in the garden to nurture and observe growth. Children enjoy taking care of the childminder's pets, such as her hamster, fish, guinea pig and dog. They thrive on taking responsibility to look after nature, and they learn new skills and vocabulary through these enriching experiences.

The childminder is a positive role model for children. They understand boundaries and behave well. Children are encouraged to persevere. For example, when asked what a hard ball of mud is, the childminder allows children to explore and find out for themselves. They immerse the mud in water and watch as it changes colour. They take pride in their efforts as they find a round pebble inside and go off to find more that are similar.

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

- The childminder ensures that children are well supported to develop their communication and language skills. She engages them in meaningful conversations as they play. The childminder responds well to young children's verbal and non-verbal communication. For instance, she models good conversational skills by speaking clearly and using lots of repetitive language.
- There is a strong emphasis on children's health and lifestyle. The childminder encourages children to wash their hands by singing along to well-known tunes. The words of the song enable children to know what comes next in the process. The children take part in physical activities that calm them and help to focus them. For example, they practise yoga stances and enjoy balancing on sensory stepping stones. Children also learn about healthy foods, and even the youngest children can sort foods that are healthy and unhealthy as they eat their lunch and snacks.
- The childminder engages in children's imaginative play. She gets involved with play that appeals to children's current interests, such as acting out saving each other from fires and other types of danger. The childminder encourages children

to express their thoughts and ideas. However, at times, she does not use these opportunities effectively to help children to make connections with real-life experiences.

- The childminder establishes positive relationships with parents. She gathers valuable information from them about their child's needs and abilities before they start attending. This helps the childminder to promote continuity of children's care and learning. The childminder observes children as they play and learn and completes accurate assessments of the progress they make. This helps her to swiftly identify their next stages of learning.
- The childminder works with other settings that children attend. She ensures that there is a consistent approach with targeted support for children with special educational needs and/or disabilities. However, the childminder does not contact colleagues working with all children in a timely manner, to ensure that a firm support system is in place from the start.
- The childminder promotes children's unique characters and backgrounds well. She encourages them to notice what is the same and different about one another. For example, children love to take home a soft toy and diary to record their experiences as a family. They excitedly return to share photos and diary entries with their friends. They celebrate their uniqueness and what makes their family special.
- The childminder has a positive attitude towards continually improving her practice. She strives to evaluate her provision to maintain a high-quality setting. The childminder understands the impact of professional development on children's ongoing learning and development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an in-depth understanding of the signs and symptoms of abuse and her duty to keep children safe from harm. She is observant of any changes children may present with and acts quickly to respond to these concerns. This ensures that children have effective plans in place to support their needs. Children's safety is top priority. For example, the childminder has received training to administer an adrenaline auto-injector and ensures that the setting is a nut-free zone. The childminder carries out extensive risk assessments to ensure that the premises and activities are safe for children.

What does the setting need to do to improve?

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

- strengthen partnerships with other settings that children attend sooner, to help to provide immediate continuity to support all children's progress
- provide more opportunities during role play for children to develop their

understanding of real-life scenarios and to make sense of situations they may come across in real life.

Setting details

Unique reference number	2579091
Local authority	Kent
Inspection number	10239584
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 7
Total number of places	5
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Coxheath, Maidstone. She operates for most of the year from 8am to 5.30pm, Monday to Friday. The childminder provides funded early education for three- and four-year-old children. She has an appropriate childcare qualification at level 2.

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.
- The inspector observed the interactions between the childminder and the children.
- 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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