

Childminder report

Inspection date: 8 July 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
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 in the care of the kind and welcoming childminder. They enter happy and are eager to go and join their friends in play. Children benefit from the vast opportunities to develop their physical skills outdoors. For instance, the climbing frame offers different opportunities for all age ranges, as children explore the ways that their bodies move and work.

Children show excellent levels of well-being and curiosity as they play. For example, when they are playing in the water tray, the younger children explore filling and emptying cups, while the older children discover volume and how many buckets it will take to fill the sand pit with the water.

Children have the opportunity to develop their speech and language skills in the language-rich environment. Children who are learning to speak or have speech and language delays use sign language to communicate with the childminder and other children. Older, more-confident and fluent speakers are introduced to words such as 'condensation' as they talk about the bubbles that have formed on their water bottles in the heat.

Children show outstanding levels of behaviour. Their attitudes to learning are extremely positive as they play harmoniously together. Children use 'please' and 'thank you' without needing to be prompted. When there are minor disputes, they know that they have the support of the childminder, who talks the children through their differences as they work out how to solve their own problems. Children are exceptionally polite to visitors in the setting, asking if they would like drinks of water due to the warm weather.

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

- The childminder knows the children well and plans around their individual needs. However, on occasion, such as at group times, she does not consistently recognise where she can provide greater challenge for older children, such as in relation to writing and mathematical development.
- The childminder has a vast range of resources that she uses to promote all areas of the early years foundation stage. However, she has not fully considered how she can help to develop children's understanding of similarities and differences between themselves and others.
- Parents and carers speak incredibly highly of the childminder. They praise her work ethos and the support that she provides to them and their children. Parents are aware of the next steps that their children are working on, which ensures that learning is continuing and being embedded at home.
- The childminder has exceptionally good relationships with other settings that the

children attend. For example, she is currently taking children to their settling sessions at school. She uses this time to be able to communicate with the class teacher about the children, to ensure they are ready for their transition to school. The childminder also provides reports, and visits children that attend other provisions. For example, the children spoke excitedly about going to watch one of their friends at their pre-school sports day.

- Children learn how to keep themselves healthy, including with food and oral hygiene, and to how to keep safe in the sun. For example, the children are learning to become independent as they apply their own sun cream. The childminder watches over the children and reminds them about the backs of their necks and faces. The children know that they needed to keep drinking water after physical play. When the childminder commented that it was hot and the children should stay in the shade for a while, a child went to the outside thermometer and told her that it was '20 degrees'.
- Children are provided with opportunities to explore the local environment. They enjoy talking about the varied and regular trips that they attend with the childminder. For example, the children used photos to show a recent trip to the cinema and the beach. These opportunities provide first-time experiences for many of the children, due to the COVID-19 restrictions and the time they had to spend at home.
- The childminder ensures that she keeps her knowledge up to date. She anticipated that when children returned after the COVID-19 pandemic, that speech and language could be delayed. She ensured that she completed an enhanced course to be able to provide the best opportunities and experiences for the children to develop their speech skills. She is now extending this even further to develop her awareness of special educational needs and/or disabilities.
- Children's attitude to learning is exceptional. For instance, when the younger children need support, they look towards the older children who sensitively offer guidance and role model how to behave and persevere at tasks that challenge them. For example, when a child was putting on a helmet to play on the bikes, they tried to accomplish this on their own before turning to another child for support.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a very secure knowledge of how to keep the children safe in her care. She understands the areas of abuse and how these can be displayed in children. She ensures that she knows the procedures to report any further concerns she has. The childminder knows about the local risks to children, as well as wider issues relating to radicalisation, extremism and child trafficking. She has thorough risk assessments in place to ensure that the premises are safe and secure for the children. She knows the protocol and who to contact if there were any allegations made about herself or members of her family.

What does the setting need to do to improve?

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

- extend adult-led activities and consider the abilities of the oldest children to ensure they are sufficiently challenged in relation to writing and mathematics
- strengthen opportunities to teach children about other communities, faiths and religions that differ from their own.

Setting details

Unique reference number	2559236
Local authority	Kent
Inspection number	10232110
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 9
Total number of places	6
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and provides care from the home of her mother. The childminder operates in Ashford, Kent. She provides care from 7.30am to 6pm, Monday to Friday, for most of the year. The childminder holds a relevant early years qualification at level 3. The childminder receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Kelly Southern

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 her evaluation of the setting.
- The inspector spoke to the childminder and children at various points throughout the visit.
- The inspector took account of the views of parents through discussions and 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 quality of education.

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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