

Childminder report

Inspection date: 26 July 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy and confident to attend the childminder's home. They come in and instantly engage in activities that interest them. Children move around the childminder's house with confidence. They choose and lead their own play and learning.

Children become increasingly independent in their self-care. For example, following a messy activity, children wash their hands with little or no prompts from the childminder. Children form good relationships with the childminder and her assistant, who are kind and caring in their approach. Children readily seek reassurance and comfort from them, supporting children to feel safe and secure.

Children focus well during activities and develop a positive attitude towards learning. The well-planned daily routine helps children to feel a sense of belonging and to anticipate what comes next. For instance, children know they need to tidy up before circle time.

Children behave well. They treat each other and the childminder with respect. Children listen carefully and follow simple instructions. For example, they know they need to tidy up the resources before washing their hands for snack. Children are interested in their learning and have a 'can do' attitude. They enjoy the well-deserved praise they receive for taking part and doing their best.

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

- The childminder and her assistant have high expectations for the children in their care. They know their key children well. The childminder gathers information from parents prior to the children starting. This enables her and her assistant to follow the interests of the children, while providing activities that engage and challenge them.
- All children, including those who speak English as an additional language, make good progress in their learning from their starting points. The childminder uses various strategies to support children who speak English as an additional language to develop their communication skills. For example, she learns basic words in Bulgarian to support children while they settle in, and throughout their time with her.
- The childminder supports children's self-confidence well. Generally, children are encouraged to discuss their ideas through a range of play experiences. For example, while learning about oral health, children share their experience of visiting the dentist. However, at times, the assistant does not successfully identify opportunities that arise during activities to engage children in meaningful conversation to support their learning. For example, she does not

consistently extend on conversations led by children during a painting activity.

- The childminder and her assistant communicate well with children. They teach children new words to increase their understanding and knowledge. For example, while playing with the sand, the assistant introduces the words 'crumbly' and 'mould'. However, at times, children are not given enough time to process and respond to questions to extend their learning.
- The childminder provides healthy and nourishing food for the children. Children gain a good understanding of healthy eating and adopt healthy habits. For instance, they enjoy cutting and eating strawberries they picked when visiting the local farm. Children gain good understanding on how to keep their teeth clean and healthy. The childminder supports this in a variety of ways, such as by stories and relevant activities.
- Partnership with parents is effective. Parents comment that they are kept informed of their children's progress and their day-to-day activities. Parents say that they value the regular information they receive about the activities their children engage in. The childminder works together with the parents to support children's learning, both at home and in her setting. For instance, she provides children with books and resources to share at home.
- The childminder implements effective strategies to support her assistant's well-being and professional development. She uses supervisions and observations to support and identify her training needs in order to improve practice. The childminder and her assistant meet regularly to discuss topics, activities of learning, and how to provide for individual children's needs. The childminder has a good settling-in process in place. This is evident from the relationships children have with the childminder and her assistant.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant understand their role and responsibilities to protect children from harm. They have a secure understanding of the different types of abuse and the signs and symptoms that may indicate that a child is at risk of harm. This includes any concerns associated with female genital mutilation or radicalisation. The childminder and her assistant participate in ongoing safeguarding training through staff meetings, supervision and online courses to ensure that their knowledge is relevant and up to date. The childminder is aware of the importance of safe recruitment procedures when employing new assistants. She ensures new assistants have an in-depth induction.

What does the setting need to do to improve?

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

- allow children enough time to process and respond to questions asked of them

- support staff to make better use of opportunities that arise during activities to follow children's ideas to extend their learning further.

Setting details

Unique reference number	EY476688
Local authority	Kent
Inspection number	10228895
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	2 to 4
Total number of places	5
Number of children on roll	10
Date of previous inspection	26 September 2016

Information about this early years setting

The childminder registered in 2014 and lives in Maidstone, Kent. She provides care Tuesday to Friday, from 7am to 5pm for most of the year. The childminder works with an assistant. She receives funding to provide free early education for children aged two, three and four years. The childminder holds an appropriate childcare qualification at level 5.

Information about this inspection

Inspector
Oshra Murphy

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 spoke with the inspector about her curriculum for children on a learning walk around the setting
- The inspector observed the quality of education being provided and assessed the impact this was having on children's learning.
- The inspector spoke with the childminder, her assistant and children at appropriate times throughout the inspection.
- The inspector took parents' views into account through conversation and by reading their written comments.
- 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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