

Childminder report

Inspection date: 17 August 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 have positive relationships with the childminder and her assistant. They happily sit close to the childminder to look at a book or to chat amicably about their experiences. Children feel safe and secure in this warm and welcoming setting. They learn how to keep safe when using equipment. For example, they understand that they must sit at the top of the slide, rather than stand. Children understand the need for sun cream to prevent sunburn. They enjoy their time at the setting. They confidently lead their own learning and choose their activities from the range available. For example, some children wrap the dolls in blankets and put them to bed, while others enjoy playing with the garage and cars. Children behave well and are respectful. They respond to the high expectations of the childminder. They understand that there are boundaries to observe. For instance, they respond appropriately when asked not to throw things. Children learn to care for living things. For example, they remember to stroke the cat gently.

Children are encouraged to eat healthily and to try new foods, such as apples or grapes. They know the importance of dental hygiene and comment, 'The dentist says my teeth are very clean.' Learning is effective. For example, children recall the name of the periwinkle flower they saw recently when out with the childminder.

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

- Parents are very happy with the service provided by the childminder. They share their child's likes and dislikes with the childminder at the outset. Parents are pleased with the regular communication they receive about their child's learning and progress, including how they can help to support their children's learning at home. Parents are confident that their children are safe and secure.
- The childminder establishes what children can and cannot do when they start at her setting. She plans appropriate activities, which based on their interests. For example, the childminder successfully builds on children's interest in sea creatures by encasing a toy dolphin and shark in ice. As children work out how to free the toys, they use their developing curiosity and observation skills to note that the shark has 'lots of sharp teeth' but the dolphin does not. The childminder monitors children's progress and plans further suitable activities to address any gaps in learning. This helps children to make good progress.
- Children follow established routines. They understand the need to wash their hands before eating. However, the childminder is not always consistent in her aims to promote children's independence. For example, she is sometimes too quick to help with tasks that children are learning to do for themselves, such as blowing their nose and putting on their shoes.
- The childminder provides children with a wide range of opportunities to develop their physical skills. In the garden, they safely use the different-sized slides and

play with bats and balls. The childminder regularly takes children to local parks and to the woods, where they run and climb. Children have great fun exploring the natural world.

- The childminder talks to children clearly. She repeats words and phrases back to them to help to support their pronunciation skills. Children read books together and young children can turn the pages and comment on the pictures. However, at times, the childminder does not always recognise opportunities to build on children's interests to extend their vocabulary, such as describing the feel of different textures.
- The childminder ensures that children are familiar with other cultures. She often uses the experiences of children in her setting to help to support their understanding of a range of festivals. For example, children hung decorations on blossoming trees to celebrate a Bulgarian festival.
- The childminder is reflective about her setting and is keen to make improvements. For example, she plans to reorganise her resources, take photos and create flip books, to enable children to look at and select the things they want to play with more easily. She holds regular discussions with her assistant about their practice and training needs.
- The childminder has good links with other providers in the area. She, and other childminders, participate in a regular group activity to help to support children's creativity, particularly with music. Where there is dual care, she shares information with other settings children attend, to ensure that there is consistency in their learning and care.
- Children have opportunities to practise mark making in a range of ways, for example through using technology and through more traditional means. Children like to use the electronic pads to try and write their names. Outside, they draw and make marks on the chalkboards.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a thorough knowledge of the signs and symptoms that may suggest a child is at risk of harm. This includes risks of wider safeguarding issues, such as radicalisation. They are acutely aware of the dangers of social media and how vulnerable children may be recruited for illegal activities. The childminder and her assistant know the procedures to follow should they have a concern about a child. There are clear protocols in place should an allegation be made about the childminder, her assistant or any family member. The childminder conducts daily risk assessments to ensure that her premises are safe and secure for children to use at all times.

What does the setting need to do to improve?

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

- provide more consistent encouragement for children to learn how to be independent in managing their own self-care
- introduce a wider range of new vocabulary, to support the development of descriptive language.

Setting details

Unique reference number	125458
Local authority	Kent
Inspection number	10228214
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 8
Total number of places	6
Number of children on roll	6
Date of previous inspection	3 November 2016

Information about this early years setting

The childminder has been operating since 1989 and lives in Paddock Wood, Kent. She provides care all year round from 7.30am to 6pm, Monday to Friday. The childminder provides funded early education for two-, three- and four-year-old children. She employs one assistant. The childminder holds an early years qualification at level 3.

Information about this inspection

Inspector
Jill Thewlis

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 and the childminder observed children at play and their interactions with the childminder and her assistant. They discussed the learning that was taking place.
- At appropriate times, the inspector spoke to children, parents, the childminder and her assistant, and she took account of their views.
- The inspector talked to the childminder and her assistant about their knowledge and understanding of safeguarding matters.
- Documents relating to the suitability of those working with children were viewed by the inspector.
- The childminder showed the inspector the areas of her home which are used for childminding. She talked about the experiences she plans for the children to support their 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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