

Childminder report

Inspection date: 30 August 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 arrive with a smile and run in to greet the childminder. They flourish in this homely environment. The calm and relaxing atmosphere supports them to fully immerse in learning and having fun. Children have an incredibly positive and warm relationship with the childminder and they often go to her for comfort, support and help when they need it. The childminder sets clear rules and boundaries and children behave well. They soak up the constant praise offered when they do the right things and achieve new skills.

The childminder provides an exciting and challenging curriculum with many different activities on offer. It is carefully planned to build on prior knowledge. For example, children learn topics such as 'who helps us', where they relish in trying on police and fireman hats. They then enjoy learning about fire safety and use blue spaghetti as water to rescue dolls from pretend fires. They have immense fun with using water squirters to give imaginary monsters a shower when learning about putting out fires. Children are well supported to become independent, confident and happy. They are ready to move on to the next step in their learning journey.

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

- The childminder provides a carefully thought out and well-planned curriculum. She links learning topics well and plans activities that motivate children's curiosity and investigation through play. For example, children enjoy using a play village to explore people shouting for help and needing to be rescued by fire engines. This promotes a positive attitude to learning and provides children with a deeper understanding.
- The childminder creates many exciting ways to develop early language and communication for children. For example, they enjoy saying words in different voices and into buckets to hear the echo. However, the childminder does not always focus on providing new vocabulary to learning experiences to aid rapidly extending and improving language.
- The childminder provides many opportunities for physical development. Children use tweezers to search for hidden 'treasures' in pasta to increase their fine-motor skills. They go on walks to explore the local castles, beaches and the countryside to develop their gross-motor skills. This supports children to have good control and coordination, setting them up for the next stage of their development.
- While the childminder does provide a broad and exciting curriculum, she sometimes places less focus on promoting children's use of everyday technology, compared to other areas of learning. This does not support them so well to understand how current technology can aid our learning in a safe way.
- The childminder focusses on promoting independence in children from a young

age. They learn to dress themselves, use the toilet, wash their hands and prepare simple snacks. The childminder models how to do things when they encounter difficulties. Children then squeal with excitement when they do them independently. This builds a sense of achievement and a 'can do' attitude to learning.

- The childminder gives children an insight into other countries and people around the world. They regularly look at a large map together and then explore what might be in each country. They get to see toys from other countries and try new foods. This supports them well to have an understanding of similarities and differences in the world.
- The childminder has a clear and ambitious vision for providing high-quality care and education to all. She is constantly seeking new training and development for herself to provide the best outcomes for children.
- The childminder has good links with other professionals and the local school. She utilises these to support children with transitions. Her links with children's dual-placement settings are less strong, so this does not always support the best continuity of development for the child.
- The childminder is constantly evaluative of her own practice and regularly adapts and updates the environment to meet the needs of all children. This ensures that all children are progressively learning and are safe, happy and engaged in their surroundings.
- The childminder maintains excellent relationships with her families. They say their children see her house as a 'home from home' and children 'absolutely love spending time with her.' One mother reports that the childminder 'has been absolutely super! How lucky were we to have her in the first part of our son's journey.'

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role with regards to safeguarding. She is clear on signs and symptoms to look out for, how to record safeguarding incidents and where to refer child protection concerns. The childminder completes regular training to update and expand her knowledge. She undertakes daily effective risk assessments of the setting and external outings to help reduce and minimise any potential hazards.

What does the setting need to do to improve?

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

- strengthen the already strong development of communication and language by focussing on providing new vocabulary to rapidly extend and improve language
- enhance further opportunities for children to engage with modern technology

- and embed age appropriate and safe use of such technology in to the curriculum
- explore ways to improve links and share relevant information with settings that share the care of children, to enhance consistency of care.

Setting details

Unique reference number	2579689
Local authority	Kent
Inspection number	10248237
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 3
Total number of places	3
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She lives in Deal, Kent. She works all day, Monday to Wednesday, for the majority of the year, only closing for bank and family holidays. The childminder has a level 3 qualification in childcare.

Information about this inspection

Inspector

Nina Harvey

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 childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the interactions between the childminder and children and considered the impact on learning.
- Parents shared their views with the inspector through both discussion and written comments.
- The inspector carried out a joint observation of an activity with the childminder.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022