

Childminder report

Inspection date:

28 September 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

Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are relaxed and settled in the childminder's care. They benefit from the freedom they receive to explore the resources and choose the games they want to play. This helps them to develop independent learning skills. Children also enjoy a range of activities planned by the childminder. For example, they enjoy nature walks in woodlands and visits to the beach. Children use their imaginations as they create artwork from the things they collect.

The childminder capitalises on children's love of outdoor play to extend their learning. For example, in hot weather she provides complex water play activities in the garden. While children have fun, they learn about ideas such as capacity and consider how water flows at different rates in different-sized hoses.

The challenge that children receive is based on their individual abilities, allowing them to develop at their own pace. The childminder recognises when children are ready to master new skills and provides the support they need. For example, young children learn how to use ride-on toys, and the childminder provides opportunities for those who are keen to practise writing.

The childminder supports children to develop their social skills and to manage their behaviour. Young children learn to play cooperatively and to understand how to share and take turns.

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

- The childminder has a thorough understanding of each child's unique personality, abilities and interests. This supports her to plan routines and experiences that reflect their individual needs. For example, the childminder knows that children need different amounts of time to relax when they arrive each day. She also recognises when children are tired and sensitively settles them to sleep.
- The childminder has a good understanding of how children learn. She builds on their interests to provide them with an appropriate level of challenge. For example, she recognises the learning opportunities available as the children explore nature. She talks to them about what they see and the changes that take place through the year.
- There are good arrangements to promote children's language and physical development. The childminder also prioritises children's emotional well-being. For example, she recognises the impact of significant events in children's lives, such as the birth of a new baby. She works with parents to help children feel secure and to adapt to changes.
- Children take part in a range of activities that mark events such as Christmas,

Easter and Halloween. They work together with the childminder to decide what gifts and food they want to make to take home to their parents. These experiences help children understand that there are special days and celebrations. However, these tend to focus on events in the Christian calendar. Children have limited opportunities to learn about the lives and traditions of people who are outside of their own experiences.

- Children's health is promoted well. The childminder encourages children to wash their hands before eating and speaks to them about the importance of brushing their teeth. She works with parents to support children in their potty training. The childminder provides parents with information so that they can support her aim to promote healthy eating.
- In many respects, the childminder promotes children's independence well. For example, she encourages them to make choices and decisions about their play and learning. However, the childminder acknowledges that she is sometimes overly cautious in her supervision. In her commitment to ensuring that children remain safe, she does not support them as effectively as possible to understand how to assess and manage risks.
- The childminder makes good use of ongoing assessment to monitor children's progress. She has a confident knowledge of the steps to take in the case of any delays in a child's learning or development. She understands the importance of working with parents to seek support promptly when children need, or would benefit from, support from other professionals.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of her safeguarding responsibilities. She is aware of the signs and symptoms that may indicate that a child is at risk. This includes the risks of exposure to extreme views and beliefs. The childminder has recently amended her safeguarding policy to include the up-to-date contact details to use to refer any child protection concerns.

What does the setting need to do to improve?

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

- increase the range of activities and experiences aimed at extending children's knowledge and understanding of the lives and experiences of others
- provide more support for children to learn to assess and manage risks, to help them develop an awareness of how to keep themselves safe.

Setting details

Unique reference number	EY495947
Local authority	Kent
Inspection number	10084894
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	23 April 2018

Information about this early years setting

The childminder registered in 2015 and lives in Ashford, in Kent. She operates from 7am to 6pm each weekday, for most of the year.

Information about this inspection

Inspector

Liz Caluori

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 to the inspector about her educational plans and the organisation of her setting.
- The inspector viewed all areas of the premises used by minded children.
- The inspector observed the interaction of the childminder with minded children.
- A range of relevant documents were scrutinised.

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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Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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