

Childminder report

Inspection date: 18 October 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 to attend the childminder's home that has been specifically arranged to meet their needs well. They clearly show that they feel safe and secure through their interactions with both the childminder and her co-childminder. For example, children seek them both out for cuddles, and relish the genuine care and compassion that they receive from them. Children form secure attachments that promote their well-being and independence.

Children make continued progress across the seven areas of learning. The childminder has high expectations for all children, including those with special educational needs and/or disabilities (SEND). For instance, she regularly takes part in professional training to ensure that her knowledge and understanding remains up to date. This has a positive impact on her teaching strategies and directly impacts on the outcomes for children that use her service.

Children behave well at the childminder's home. For instance, during role play with a picnic basket, children share and take turns with the resources. They are kind and courteous towards each other and the co-childminder. Older children take the younger children under their wing and are positive role models for them. Relationships reflect a positive and respectful culture that impacts directly on children's positive attitudes to learning.

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

- The childminder's curriculum is well planned and delivered as she knows her children well. She effectively plans activities that stem from children's current interests and next steps in learning. For example, children recently collected natural materials during a woodland walk. The childminder provided children with the opportunity to explore these items further during a craft activity. They explored the size, shape and texture of different leaves as they used them to create marks in paint and on paper. However, on occasions, activities are not always differentiated for younger children. This means they are unable to fully participate in the group activities successfully.
- The childminder and her co-childminder have high expectations for children's behaviour and conduct. For instance, children are eager to help and tidy up the resources before they move on to another activity. They make sure that they find all the pieces to their game, returning each item to the co-childminder and helping her count the cups and slices of pizza to make sure they are all there. Children enjoy the praise they receive for completing these small tasks. This impacts positively on their emotional well-being and development of their character and is clearly demonstrated in their positive attitudes to learning.
- Children benefit from being physically active every day. For example, they have

daily access to the childminder's garden, which is organised so that it is safe and secure. Children freely explore the resources that are on offer, as they learn to move in a variety of ways as they run and play ball games together. They enjoy regular trips to the local woodlands, where they take managed risks as they climb trees and balance on logs. Children develop good physical and emotional health as they learn about the benefits of fresh air and regular physical exercise.

- Children are developing a love of reading and sharing books. For instance, children freely access books and take them to the childminder. They are engaged and listen intently as they are read familiar stories. However, the childminder and her co-childminder do not always utilise opportunities to extend children's language and knowledge further during their interactions. This does not fully promote children's developing language skills.
- Parents consistently share positive feedback about the services that the childminder provides. Parent partnerships are a strength of the childminder. For instance, she regularly shares information with them about children's learning and development. Parents enjoy daily updates through an online platform that enables them to see what their children are doing while at the childminder's home. This ensures there is consistency between learning at home and the setting. This has a positive impact on the outcomes for children, including those with SEND, as parents feel valued and involved in children's learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good working knowledge of safeguarding policy and procedures. She can confidently talk about a wide range of safeguarding issues, such as preventing radicalisation, female genital mutilation and county lines. She can clearly identify when a child may be at risk of harm or abuse and knows who and when to make referrals to reduce the risk of harm. She ensures that herself and her co-childminder receive regular safeguarding training to keep their knowledge up to date. Her premises are clean and secure, which ensures children's safety while in her care.

What does the setting need to do to improve?

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

- review adult-directed activities to ensure that they are differentiated to meet the needs of all children, especially younger children to increase their participation
- utilise opportunities to extend children's language further during back and forth interactions.

Setting details

Unique reference number	EY397970
Local authority	Kent
Inspection number	10228511
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 11
Total number of places	6
Number of children on roll	10
Date of previous inspection	22 February 2017

Information about this early years setting

The childminder registered in 2009. She lives in Kennington, near Ashford in Kent, and works with a co-childminder at her home. The childminder provides care Monday to Friday, from 7am to 6pm, for most of the year. She receives funding to provide free early education for children aged three and four years. The childminder holds a relevant early years qualification at level 3.

Information about this inspection

Inspector
Nicky Webb

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 provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.

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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