

# Childminder report

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Inspection date: 2 November 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are very happy in the childminder's care. They have developed strong bonds with her and are very comfortable exploring their environment. Children have fun. For example, they smile and laugh at the childminder as she joins in with singing and dancing. This creates a calm, positive atmosphere where children can grow in confidence.

Children are well-behaved. They play happily alongside one another and display high levels of respect. For example, older children eagerly help younger children in finding their comforter. This shows children have developed good friendships and are sensitive to the needs of others. Children actively take part in tidying away their toys as a result of the childminder's high expectations. This helps children to understand rules and boundaries.

Children thoroughly enjoy taking part in messy activities. They have fun as they use scoops to explore the inside of a pumpkin. For example, children become fascinated by the large seeds. They use mathematical language to describe the different sized seeds, such as 'big' and 'small'. The childminder encourages children to use their senses as they touch and smell, introducing new words such as 'slimy' and 'squishy'. Children have fun as they mix and pour the pieces of pumpkin into different bowls. This opportunity allows children to be creative and stimulates their imagination.

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

- The childminder has a good understanding of how children learn and develop. She knows the children very well and uses their interests to create fun, exciting activities. As a result of this, children are developing positive attitudes towards their learning and are making good progress in their development. However, at times, planned activities can be overwhelming for children due to the amount of resources available. As a result of this, children find it difficult to engage as they cannot focus their attention on one aspect of learning.
- The childminder recognises the use of books and stories to enhance children's language skills. She ensures children have plenty of high-quality opportunities to listen to stories and look at books. For example, she offers story time every morning. As she reads, she pauses and asks children questions. This encourages children to join in conversation as they express their ideas. Children also have frequent opportunities to take books home. This supports children to develop a love for reading at an early age.
- The childminder understands the importance of helping children to be ready for school. She places a strong emphasis on children being confident and independent. For example, children can put on their own shoes and coats and

are learning to manage their own self-care. This prepares children for the next stage in their learning.

- The childminder provides children with a variety of opportunities to explore the wider world. They regularly go on outings, engaging in new and exciting experiences. For example, children visit the library, go for walks in the forest and went travelling on a bus. Children benefit from these opportunities as it broadens their knowledge of the local community and world we live in.
- The childminder actively promotes the importance of healthy lifestyles. She offers children a variety of healthy, nutritious meals and snacks. For example, children enjoy learning about different fruits as they cut stalks off their strawberries. The childminder talks about foods that are good and bad for our teeth. For example, children learn that milk helps teeth to grow strong. This develops children's understanding of oral hygiene and encourages them to make healthy choices. However, at times, the use of background music can distract children from concentrating and engaging in these important conversations, for example during snack time.
- Partnerships with parents are good. Parents comment on the variety of opportunities children have to explore outdoors. They also state how happy their children are while in the childminder's care. Parents are happy with the level of communication they receive from the childminder. They enjoy receiving updates and photos of activities the children have completed.
- The childminder is evaluative in her practice. She can talk confidently about her strengths and is reflective on areas she wants to improve on. She engages in training regularly to enhance her knowledge about children's learning and development. This shows her commitment to providing high-quality care, ensuring her practice is kept up to date.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has good safeguarding knowledge. She can recognise the potential signs and symptoms of abuse, including physical, emotional, sexual and neglect. She ensures her safeguarding training is completed regularly, meaning she is kept up to date with any wider safeguarding concerns. The childminder understands her legal duty to keep children safe and protect them from harm. She knows what to do if she was concerned about a child or an allegation was made about a family member. The childminder supervises the children well and regularly assess her environment to ensure it is secure and suitable.

## What does the setting need to do to improve?

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

- review the current use of background music to enhance children's concentration

and listening skills

- strengthen the organisation of adult-led activities to focus teaching more precisely on the targeted learning intentions.

## Setting details

<b>Unique reference number</b>	2583278
<b>Local authority</b>	Kent
<b>Inspection number</b>	10251045
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 2
<b>Total number of places</b>	3
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2020, and is located in Ashford, Kent. She is open from 8am to 5.30pm, Monday to Thursday for most of the year, excluding family holidays. She holds a relevant level 3 childcare qualification.

## Information about this inspection

### Inspector

Jasmine Nelson

### 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 setting.
- The childminder showed the inspector the premises and discussed how they ensure those are safe and suitable.
- The childminder spoke to the inspector about children's learning and development with a particular focus on personal, social and emotional development.
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children
- Parents shared their views of the setting with the inspector.
- 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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