

Childminder report

Inspection date:

7 November 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 and feel safe in the childminder's home. They form close bonds with the childminder and settle quickly, ready to play and investigate. Children know the daily routines and are eager to join in. For instance, they excitedly hop like bunnies as they sing songs with the childminder. This helps with language skills and supports their emotional well-being.

Children have a wide range of written materials to explore. They enjoy reading books independently as well as having a story read to them. The children turn the pages of the books and point to characters in the story. Older children predict what will happen and repeat phrases as the gingerbread man runs away. The children develop a strong interest in literacy and storytelling.

Physical development and outside exploration play are an important part of the children's day. They have a wide variety of opportunities to explore their local environment. For instance, the childminder takes them on visits to woodland, local lakes and the beach. Children are eager to learn about the natural world. They like to look at the trees and collect the fallen leaves they find on their walks. Children learn about their local community and expand their interest in the world around them.

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

- The childminder has high expectations for all children and has a good understanding of children's next stage of learning. She has established positive partnerships with parents and ensures they have regular updates. For instance, parents receive information on the curriculum and daily activities the children have been engaged in to support home learning. She works closely with other professionals to ensure children receive a continuity of care and learning.
- Children's behaviour is good and appropriate for their stage of development. The childminder is aware of the importance of teaching children about emotions and talking about how they feel. For example, she asks the children how they might feel if their friends did not let them have a turn with the rolling pin. The childminder makes strong use of praise as the children let their friends take a turn.
- The childminder introduces mathematical language into all areas of children's play. For instance, she talks about making sure the weighing scales are on zero before they add ingredients to the bowl. The children enjoy watching the numbers go up and down on the display panel as they add and take away the flour from the bowl. The children identify the different sizes of spoons and compare them as they put them in size order. They are curious learners who are developing good problem-solving skills.

- The childminder is passionate about caring for children. She understands the importance of developing her practice. For instance, she ensures she receives regular updates to the early years foundation stage to help her to improve the service she provides to children and their families. She makes sure her assistant is aware of any changes to help them to develop their knowledge and skills.
- Children are eager to join in cooking activities with the childminder. They add flour, butter and syrup to the bowl. The childminder encourages children to smell the ginger powder as they add it to the mixture. She demonstrates how to rub the butter into the flour. The children take turns to rub the flour and butter between their fingers to make crumbs. This helps to develop their hand and finger muscles in preparation for future writing. The childminder talks to the children about what they are doing. However, she does not consistently introduce more-descriptive language to increase the vocabulary of the most able children.
- The childminder has a clear intent for learning. She provides the children with a wide variety of resources to help them to develop their knowledge and skills. For instance, older children make use of recipe cards to identify the different stages of making dough. However, during planned activities, the childminder does not offer less-able children resources that focus on their level of development to ensure they are fully engaged with the activity.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of safeguarding procedures. She is aware of the actions to take if she has concerns about a child's welfare. The childminder keeps her child protection knowledge up to date. For instance, she regularly completes safeguarding training. The childminder uses her knowledge and skills to help ensure that her assistant is aware of the procedures to follow if concerned about a child. She makes sure that they are both vigilant and alert to extreme behaviours and views. The childminder has a good understanding of safe recruitment procedures to ensure that adults working with children are suitable. This helps to maintain children's safety and welfare.

What does the setting need to do to improve?

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

- provide older children with more opportunities to hear and use more-descriptive language
- make more use of focused activities to better support less-able children.

Setting details

Unique reference number	EY307933
Local authority	Kent
Inspection number	10234933
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 4
Total number of places	6
Number of children on roll	7
Date of previous inspection	29 March 2017

Information about this early years setting

The childminder registered in 2005. She lives in Sholden, Deal, Kent. She holds a relevant early years qualification at level 5. The childminder provides care from Monday to Thursday, from 7.30am to 5.30pm, for most of the year. She has an assistant registered to work with her. The childminder provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Sara Garrity

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 children showed the inspector around the areas of the home used for childminding, and the childminder explained how she plans for children's learning.
- The inspector read letters of reference from parents to gain their views on the service they receive.
- The inspector observed the quality of education and spoke to the childminder and children at appropriate times throughout the inspection.
- The inspector carried out a joint observation 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.

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