

# Childminder report

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Inspection date:

17 November 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous inspection

Good

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

### **The provision is good**

Children settle well and have formed secure and affectionate bonds with the childminder and her assistants. They are eager to investigate and explore the environment, knowing that they can return to one of the adults for a reassuring cuddle when needed.

Children develop their independence as they put on dressing-up clothes ready to be superheroes and nurses. They confidently ask for help if needed and are proud to show off their outfits. Children use the stethoscope to listen to the doll's heartbeat as they engage in imaginative play. They are learning about the importance of being healthy.

Children's behaviour is good and appropriate for their stage of development. They are building relationships with friends as they learn to share and take turns. For example, the childminder reminds them about using 'soft hands' and being kind to others. She makes strong use of praise as children let their friends take turns using the ride-on cars. Children are keen to join in with painting activities as they explore different media and materials. For example, they enjoy using paintbrushes to paint leaves before making prints on paper. Children place their fingers in the paint and make lines and circles as they explore patterns and develop their early writing skills.

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

- Supporting children's communication skills is a high priority for the childminder. She has implemented a wide range of opportunities to help children develop their vocabulary. For instance, the assistants use sign language and make strong use of repetition to help children pronounce words. The assistants use action songs to encourage children to move and develop their listening and attention skills. For instance, children copy the assistants and point to their heads and toes. The children focus on the activity and giggle as the song gets quicker and quicker and they try to keep up.
- The childminder has formed positive relationships with parents. She provides them with secure settling-in procedures that reflect the needs of individual families. The childminder works closely with other professionals to support children with special educational needs and/or disabilities. She shares information with other settings children attend to provide a continuity of care and learning. As a result, gaps in children's learning are beginning to close, and they are making progress.
- Outside play is important to the childminder, and she offers children daily opportunities to explore and investigate in the garden. The childminder teaches them about growing and planting. For instance, children water and help to care

for the plants in the garden. They particularly enjoy picking and eating apples from the trees. The childminder encourages children to take managed risks in their play. For example, children learn how to use the large play equipment. The childminder reminds children of the rules and boundaries to help them keep themselves and their friends safe.

- The curriculum focuses on children's stages of development and interests. The childminder makes sure there is a clear intent for learning. For example, she introduces cars into painting activities to encourage more-reluctant children to join in with messy play. The assistants ensure children can access resources and involve children in conversations. However, they do not always make sure children are increasing their knowledge and skills as they engage in their chosen activities.
- The childminder is keen to educate children about the wider world and for them to explore their local community. For example, they have photos of the village where they live and learn about the different homes they live in. However, opportunities to further expand children's understanding of life in modern Britain are not embedded in the curriculum. As a result, children do not learn about the wider community.
- The childminder understands the importance of developing her practice. For instance, she has recently updated her paediatric first-aid training. She cascaded the training onto her assistants to make sure they are aware of any changes in procedures to keep their knowledge up to date.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role in helping to keep children safe from harm. She has a secure understanding of child protection and updates her safeguarding training. The childminder has relevant procedures in place should she need to report any concerns about children's welfare. She uses her knowledge and skills to help ensure her assistants are aware of the procedures to follow if concerned about a child. The childminder has a sound understanding of the procedures to follow in relation to safer recruitment. She carries out thorough risk assessments and reviews these with her assistants to make sure they are all aware of how to keep children safe in the setting.

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

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

- continue to support the assistants to improve their skills and knowledge to ensure they fully extend children's learning
- increase the opportunities children have to learn about different cultures and communities.

## Setting details

<b>Unique reference number</b>	EY342584
<b>Local authority</b>	Kent
<b>Inspection number</b>	10235054
<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 9
<b>Total number of places</b>	9
<b>Number of children on roll</b>	25
<b>Date of previous inspection</b>	3 March 2017

## Information about this early years setting

The childminder registered in 2006 and lives in Charing, near Ashford, Kent. She works with assistants, two of whom work with her at any one time. The childminder operates Monday to Friday, from 7.30am to 6pm, for most of the year. The childminder provides funded early education for two-, three- and four-year-old children. The childminder holds a relevant early years qualification at level 3.

## 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 provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector around the setting and explained how she plans for children's learning.
- The inspector spoke to parents and read letters of reference from parents to gain their views on the service they receive.
- The inspector carried out a joint observation with the childminder.
- The inspector observed the quality of education and spoke to the childminder, the assistants and children at appropriate times throughout the inspection.

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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