

# Childminder report

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Inspection date:

5 December 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 are settled and display high levels of well-being. The childminder is calm and attentive, responding to the children's needs quickly. Children receive regular praise and encouragement throughout the day. For example, the childminder is highly enthusiastic when children achieve small steps. This helps to build their self-confidence and self-esteem.

Children display a secure understanding of the boundaries at the setting as a result of the childminder's high expectations. They know to take off their shoes as they arrive and independently hang up their coats. This highlights children's high levels of independence. Children are building good relationships with one another, taking turns as they play games. They enjoy helping as they prepare the table ready for snack time. Children take time to work out how many cups and plates they need for their friends.

Children have access to a language-rich environment. They thoroughly enjoy listening to stories and have access to a variety of books. The childminder uses books to teach children about different concepts. For example, they enjoy learning about the weather, including rain, snow and thunder. The childminder models language well, introducing new vocabulary to children, such as 'droplets' and 'rumbling'. This helps to enhance children's language and communication skills.

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

- The childminder uses songs regularly to help embed children's knowledge and understanding. For example, they sing special songs while they wash their hands and during tidy-up time. This increases children's exposure to new words, helping them to develop their language and extend their vocabulary.
- The childminder knows the children very well, using her knowledge and their interests to engage them in different learning experiences. For example, children show a particular interest in role play. She questions children to help embed their knowledge and find out what they already know. However, on occasion, she asks children too many questions at once, meaning children do not always have sufficient time to process their thoughts and share ideas.
- The childminder encourages children to be kind and helpful towards one another. She invites and encourages them to join in and work together. This provides children with opportunities to develop their social skills and form positive friendships.
- The childminder supports children's development in mathematics well. Children can count from one to nine and are beginning to learn what comes after 10. The childminder encourages children to use their fingers to represent different numbers. This helps children to match quantity to number.

- The childminder takes children on outings regularly. For example, they often visit the local farm and library. This provides children with new opportunities to explore the world around them. However, the childminder does not consistently provide the same opportunities within the setting to enhance children's awareness of differences in the world. Therefore, children do not have consistent opportunities to build on their knowledge of the places, cultures and traditions around the world.
- The childminder supports children to develop their physical strength. Children have access to a large outdoor space where they can run, climb and ride on bicycles. The childminder also gives children opportunities to develop their fine motor skills. For example, they learn how to use scissors and hold a pen correctly. These skills prepare children for their future in education.
- The childminder encourages children to make healthy choices. Children enjoy healthy snacks, such as apples, grapes and breadsticks. At lunchtime, children know to eat their healthy options before eating treats. The childminder ensures children have access to fresh drinking water throughout the day.
- The childminder has good relationships with parents. Parents comment on how quickly their children have settled since starting. They also talk about the stimulating environment that is available to the children. The childminder communicates with parents during the day and shares newsletters regularly, informing them of recent learning the children have engaged in.
- The childminder is eager to engage in new learning and deepen her knowledge of child development. She has access to online training, and she completes courses regularly. She is also aware of how to make ongoing improvements within her practice to ensure children have exciting opportunities to learn and develop.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has good safeguarding knowledge and has up-to-date safeguarding training. She recognises the potential signs and symptoms of abuse, including domestic abuse. The childminder understands her legal duty to protect children from harm and knows who to contact if she has concerns about a child's safety and welfare. She is also aware of who to contact if an allegation is made about herself or a member of her household. The environment is secure, and children are well supervised. The childminder is teaching the children how to manage risks and keep themselves safe when they play in the garden.

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

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

- continue to provide support for children's speech and language by not over-

questioning children and by giving them enough time to respond

- develop opportunities even further to increase children's awareness of different places, cultures and traditions around the world.

## Setting details

<b>Unique reference number</b>	EY389494
<b>Local authority</b>	Kent
<b>Inspection number</b>	10264281
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	9 June 2017

## Information about this early years setting

The childminder registered in 2009 and is located in Ashford, Kent. She provides care from 8am to 5.30pm, on Monday, Tuesday, Thursday and Friday, all year round. She holds a relevant level 3 qualification and receives funding to provide free early education for children aged three and four years.

## 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 provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- 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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