

Childminder report

Inspection date: 13 December 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 demonstrate clearly that they feel happy and safe in the homely environment at the childminder's. For example, on arrival, children select little wooden dolls and self-register by placing them into a house independently. They select what colour hand towel they would like to use for the day and hang them under their names. They freely explore what activities are on offer and quickly engage in their learning and play with their peers.

Children make continued progress from their starting points. The childminder has high expectations for all children, including those with special educational needs and/or disabilities (SEND). For instance, the childminder has completed focused training, such as 'communication matters', to enable her to improve her teaching. This directly impacts on the quality of education and the outcomes for all children.

Children behave very well during their time at the childminder's home. For instance, during free play, children can be heard saying 'it is your turn now', as they share and take turns with dolls and engage in role play together. Children have a good understanding of their emotions and how their behaviour impacts on others. This has a positive influence on the development of their characters and their personal development.

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

- The childminder knows her children well. This enables her to implement an exciting curriculum that is well planned to include their current interests. For example, children are highly engaged as they explore coloured rice to reveal hidden images. They independently mark off the matching images on a simple list. Children concentrate and listen intently as the childminder supports and extends their learning successfully. They make ongoing progress across the seven areas of learning and development and are more than ready for their next stage of learning.
- Children have access to a well-planned environment that meets their needs well. For instance, children thoroughly enjoy exploring the art resources as they create Christmas cards for their families. However, on occasions, the childminder is not fully effective at supporting children to develop their own ideas. For example, at times, children are not encouraged to make decisions by themselves as to when they feel their creations are finished.
- The childminder has high expectations for children's behaviour and conduct. For example, during free play, a child's creation was accidentally knocked over. Other children responded positively and instantly offered their help to rebuild it. They show genuine care and concern for each other through their interactions. Children develop a good understanding of what is right and wrong. This has a

positive impact on their personal, social and emotional development. The good relationships between the childminder and the children reflect a positive and respectful culture.

- Children benefit from taking part in a range of activities outside of the childminder's home. For instance, they regularly spend time with other minded children. The childminder works in collaboration with other local childminders to enhance the experiences that they offer to children in their care. However, children do not have consistent opportunities to learn about other faiths and religions, and people that are different to themselves. This impacts on their understanding and appreciation of diversity and their preparation for life in modern Britain.
- Parent partnerships are a real strength of the childminder. For example, parents consistently share positive feedback about the service that she provides. They feel confident that their children are in 'safe hands' and make 'excellent progress'. Parents are especially happy with the range of opportunities that the childminder offers children outside of her home weekly. This directly enhances the quality of her provision and the outcomes for all children, including those with SEND.
- The childminder works well with other professionals and educational settings. For instance, she regularly shares information about children's progress with other settings that they attend and welcomes communication from them. This has a positive impact on children's development as there is continuity in the care and education they receive.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to keep children safe from harm and abuse. Her home is safe and secure. She has a good understanding of the policy and procedures to follow if she were to have a concern about a child in her care. She understands what she would need to do if an allegation was made against herself or a family member. The childminder takes part in regular training to keep her safeguarding knowledge up to date. She can confidently discuss a wide range of safeguarding concerns, such as the 'Prevent' duty, female genital mutilation and county lines.

What does the setting need to do to improve?

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

- strengthen support for children to develop and express their own ideas during adult-directed activities
- extend opportunities for children to develop an understanding and appreciation of other faiths and religions that are different to their own.

Setting details

Unique reference number	EY315969
Local authority	Kent
Inspection number	10265083
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	6
Date of previous inspection	24 May 2017

Information about this early years setting

The childminder registered in 2005. She lives in Deal, Kent. She works Monday to Friday, all year round, from 8am to 4pm. The childminder occasionally works with an assistant. She receives funding for two-, three- and four-year-old children. .

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
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