

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children demonstrate that they feel happy and secure in the 'homely' environment. For instance, children readily seek out the childminder and her assistant for cuddles. They are shown genuine care and affection through warm and supportive interactions. Children develop secure attachments. This supports their emotional security well.

Children make good progress from their starting points across the seven areas of learning and development. The childminder has high expectations for all children, including those with special educational needs and/or disabilities (SEND). For example, she works closely with outside agencies to seek support to ensure that referrals are made quickly. This enables children to access specialist intervention to support them further and minimise gaps in learning.

Children have good attitudes to learning. For instance, during free play, children quickly engage with resources that interest them. They concentrate and try hard as they successfully complete puzzles independently. The childminder and her assistant consistently praise children for their efforts. This impacts positively on the development of their character and self-esteem.

Children benefit from spending lots of time outside in the fresh air and being physically active. For example, they regularly spend time at local beaches, parks and woodlands. The childminder plans an effective curriculum that enhances children's experiences and supports their physical development well.

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

- The childminder knows the children well. This enables her to plan an effective curriculum that meets their learning needs effectively. For instance, children are highly engaged as they explore art resources and decorate Christmas gifts for their families. Their knowledge is extended well as new mathematical language is introduced to describe the different shapes and sizes. Children benefit from meaningful learning across the early years foundation stage curriculum.
- The childminder selects resources well to reflect children's current interests. However, she does not fully consider how to organise her environment to help children select toys and lead their own learning through play. Children must wait while resources are collected, which impacts their enjoyment of their play.
- Children generally behave well at the childminder's home. The atmosphere feels calm and relaxing. For example, children respond well to adult requests to help tidy up before mealtimes. They enjoy the responsibility of completing small tasks and are thanked and praised by the childminder and her assistant. However, there are occasions when children struggle to regulate their own behaviour. The

childminder and her assistant are not fully effective at supporting children to share and take turns. This impacts on their personal, social and emotional development as they do not yet have the skills to negotiate with their peers independently.

- The childminder and her assistant support children well to be increasingly independent in their self-care routines. For instance, at mealtimes, children know the routine well. They are encouraged and supported to wash their own hands. They sit sensibly at the table. Babies in highchairs are supported well to feed themselves and drink from lidded bottles. These effective practices support and promote the development of children's emotional security and their character. They become confident, resilient learners.
- The childminder and her assistant have an ambitious vision for continuous improvement. For example, they both talk passionately about the services that they provide for their children and families. They undertake regular training to keep their knowledge up to date. This ensures that they can support all children, including those with SEND effectively. Children make continued progress in their learning and development and are more than ready for their next stage of learning.
- Parent partnerships are a strength of the childminder. For instance, parents share consistently positive feedback about the 'home-from-home' environment at the childminder's home. They comment about their 'supportive, professional approach' to caring for their children. The childminder regularly shares information with her parent's about children's progress. This is effective in supporting children's learning at home. These relationships reflect a positive, respectful culture that impacts positively on the outcomes for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a good understanding of safeguarding policies and procedures. This enables them to effectively safeguard children and families in their care. They talk confidently about a wide range of issues that may impact on the safety of children, such as the 'Prevent' duty, county lines, female genital mutilation and domestic violence. They know who and when to refer to if they were to have concerns about children in their care and if an allegation was made about a member of their household. They ensure that their home is safe and secure by continually monitoring the environment, inside and outside.

What does the setting need to do to improve?

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

- review the organisation of the environment to enable children to access resources independently

- strengthen behaviour management strategies to enable children to develop a better understanding of their feelings, turn-taking and sharing.

Setting details

Unique reference number	EY232545
Local authority	Kent
Inspection number	10264326
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	1 to 10
Total number of places	11
Number of children on roll	10
Date of previous inspection	12 June 2017

Information about this early years setting

The childminder registered in 2003 and lives in Margate, Kent. She operates between 8am to 4pm. The childminder has a level 3 childcare qualification and works with an assistant.

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.
- The inspector observed the interactions between the childminder and children.
- The childminder provided the inspector with a sample of key documentation on request.
- 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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