

# Childminder report

---

Inspection date: 14 December 2022

---

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

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

### **The provision is good**

Children are happy and settled in the childminder's house. They form strong relationships with the childminder, who is caring and sensitive. Children are happy to approach her for support and comfort. They demonstrate that they feel safe and secure. Children choose their toys and resources independently and lead their own play. They concentrate for a length of time in activities of their own choosing. This helps children to develop positive attitudes to learning. The childminder encourages children to share, take turns and be kind and polite to each other. Children benefit from a good routine, which helps them to develop positive behaviour. For example, they listen and follow simple instructions, such as tidying up before lunch.

Children enjoy daily outings, such as to the local parks, play groups and the zoo. They learn about nature and how to care for animals. For instance, children enjoy and show fascination while looking and interacting with the childminder's pets. They watch them being fed and learn about how and where they live in nature. Children learn to be respectful as they handle and treat animals. They learn about hygiene and start managing their own self-care, such as washing their hands independently after handling the animals.

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

- The experienced childminder is dedicated in her aim to ensure that children achieve the best possible outcomes. She knows the children well and plans activities that follow their interests. The childminder collects children's starting points from parents. She completes observations and assessments to identify what children already know and can do. She uses this information to effectively to plan activities to further support children's learning and development. As a result, children make good progress.
- The childminder understands the importance of working in partnership with other early years settings the children attend, as well as local schools they move on to. She shares relevant information about the children, to support their transition and learning. For example, she shares children's next steps with the local pre-school to help children achieve the best they can.
- Partnerships with parents are good. Written feedback from parents is complimentary. Parents praise the relationships the childminder has with their children. They feel extremely well informed about their children's progress and the information that is shared with them about their learning. The childminder works with parents to support children to become independent and extend their learning both at home and at the setting. For instance, the childminder supports parents with toilet training.
- Children play well alongside each other. They problem solve together why the door to the cupboard does not close. The childminder watches their interaction

and intervenes to offer support and explanations. Children listen intently and repeat this to each other throughout the day. As a result, children behave well and develop good attitude to their learning and development.

- Overall, the childminder supports children's communication and language well. She constantly speaks to children and repeats their answers using correct pronunciation. However, at times, she does not identify and promote opportunities that arise, such as during painting activities for discussion to challenge or extend children's learning.
- In general, children learn to recognise their own emotions through props. However, the childminder does not always support children to understand and recognise the reasons for their emotions and feelings or to understand the way other children might feel. This impacts on their understanding and the development of empathy and their ability to manage their own feelings and behaviour.
- The childminder reflects on her practice and is committed to continue to provide good-quality care. She understands the importance of keeping her knowledge relevant and up to date. The childminder completes mandatory training, such as first aid and safeguarding.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder understands her role and responsibility to keep children safe from harm. She has a good knowledge of the signs and indicators of abuse. The childminder knows what procedures she needs to follow if she has a concern about a child or an adult, including allegations against herself or any members of her household. She has a good understanding of all aspects of safeguarding, such as female genital mutilation and online safety. The childminder has comprehensive policies and procedures to support her practice. She completes risk assessments, including for outings to ensure children are kept safe from harm.

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

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

- use discussions more effectively to support and extend children's learning further
- build on children's emotional understanding even further to help them recognise and understand their own and other's feelings.

## Setting details

<b>Unique reference number</b>	EY395787
<b>Local authority</b>	Kent
<b>Inspection number</b>	10263282
<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 6
<b>Total number of places</b>	6
<b>Number of children on roll</b>	16
<b>Date of previous inspection</b>	26 April 2017

## Information about this early years setting

The childminder registered in 2009 and lives in Maidstone, Kent. She offers care Monday to Friday, 7am to 7pm, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She occasionally works alongside an assistant.

## Information about this inspection

### Inspector

Oshra Murphy

### 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 childminder.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The childminder provided the inspector with a sample of key documentation, including evidence of her suitability.
- The inspector took account of written testimonials from parents.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022