

Childminder report

Inspection date: 3 January 2023

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 are settled, confident and happy. This includes the youngest children who attend. They are all eager to join in with the motivating activities that the childminder carefully plans for them. For example, younger children explore making patterns when painting with different items, such as cotton buds. Older children who are fascinated by animals go on to categorise them depending on their habitats, such as the jungle and the farm. Children learn facts about different animals, such as what a tiger, bear and giraffe like to eat. Children's imaginations are brought to life, with great enjoyment. For example, they excitedly become a 'bookkeeper' and a 'vet'.

Children are polite and behave well. They listen intently and follow instructions. For instance, during a musical movement activity, children change the way they play their instrument according to what is being asked of them. This includes playing them 'loud' and 'fast'. Children play happily together and share and take turns patiently. Older children kindly help younger children complete tasks. Children learn about the natural world around them. They are eager to routinely visit a local pond and observe how the tadpoles change as they evolve into frogs.

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

- The childminder gets to know individual children, including their routine. This enables her to meet all children's needs well. The childminder and her assistant know all children's personalities, likes and dislikes. This helps the childminder to plan activities that she knows children will enjoy. Children remain engaged in activities with high levels of focus and concentration. This contributes to them making good progress in their learning.
- The childminder establishes secure and trusting relationships with all children. The children enjoy the company of the childminder and her assistant, and they smile with pride as they sing songs to them.
- The childminder supports all children to develop good communication skills. For example, she asks them thought provoking questions and gives them time to think and then respond. The childminder is successful in providing children with a language-rich environment.
- The childminder provides good opportunities for children to gain a broad understanding of other people outside of their own experiences. For instance, children try traditional Chinese foods and explore Chinese print as they talk about Chinese New Year.
- The childminder ensures that her setting is hygienic and safe and overall, this is successful. However, she does not consistently ensure that all children fully understand the benefits of following hygiene rules. This includes wiping their nose and not putting toys to their mouth to help keep themselves and others

healthy.

- Parents speak very fondly of the childminder, who keeps them fully involved and informed in their children's achievements and learning. The childminder routinely shares photographs of what their children have enjoyed doing. She shares useful information with parents to support them at home. This includes tips on how to keep children safe online.
- Overall, the childminder has a good knowledge of all areas of learning and keeps children engaged. Children have some good opportunities to develop their smaller physical movements. For example, they move objects with tweezers. However, the childminder does not make the most of opportunities to build on children's interest in more physical activities on a larger and more challenging scale, such as when playing outdoors
- The childminder and her assistant evaluate practice effectively. They reflect daily on how much children enjoyed their learning. The childminder closely monitors the quality of care and teaching that both she and her assistant provide. For example, they observe each other interacting with children and share supportive feedback. They use their findings to enhance their future performance.
- The childminder is keen to keep up to date and build on her already good knowledge and skills. She attends beneficial training. For example, she has recently learned about the different ways to support children to manage and communicate their emotions and feelings in effective ways. This has supported children to behave with good levels of maturity.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant both have a good knowledge and understanding of all safeguarding and child protection policies and procedures. This includes fully understanding the signs and symptoms of abuse and knowing what may highlight a reason to become concerned. The childminder knows who to contact to seek advice and how to raise and follow up any potential concerns. The childminder carries out thorough risk assessments. This includes ensuring that children are safe during times when they help care for the vast range of family pets. The childminder supports children to understand how to remain safe. For instance, when waiting for a train to approach a station, they talk about the importance of waiting behind the yellow line at the platform.

What does the setting need to do to improve?

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

- extend opportunities for children to experience more challenging physical activities and build on their interest in developing their physical skills, including when playing outdoors

- build on children's understanding of the importance and benefits of consistently following good health and hygiene routines.

Setting details

Unique reference number	EY292544
Local authority	Kent
Inspection number	10264022
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	0 to 10
Total number of places	12
Number of children on roll	11
Date of previous inspection	19 May 2017

Information about this early years setting

The childminder registered in 2004. She is located in Whitstable, Kent. She provides care for children from Monday to Friday, from 7am to 6pm, all year around. The childminder has a relevant early years qualification at level 3. She works with an assistant who has a relevant early years qualification at level 2. The childminder is in receipt of funding to provide free early education for children aged three and four years.

Information about this inspection

Inspector

Kelly Hawkins

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 inspector carried out a learning walk with the childminder. The inspector assessed the impact of the quality of interactions and the learning opportunities she provides.
- The inspector viewed the indoor and outdoor learning environments.
- Written documentation was reviewed. This included safeguarding and child protection policies and procedures.
- During the inspection, the inspector spoke to the childminder, her assistant and children at convenient times and considered their views.

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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