

Childminder report

Inspection date: 21 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 that they feel happy and safe in the 'homely' environment at the childminder's home. For instance, they freely explore the resources that are organised well to meet their needs successfully. Children quickly engage with activities on arrival. They are eager to learn and concentrate as they lead their own learning through play. This has a positive impact on their development, as they become confident learners.

Children make continuous progress in their development across the seven areas of learning. The childminder has high expectations for all children, including those with special educational needs and disabilities (SEND). For example, children thoroughly enjoy sharing stories with the childminder. Their knowledge is successfully extended as they discuss the different types of habitats that people live in and learn new words. They are curious and motivated to learn.

Children behave well. For instance, they receive clear instructions about what the childminder expects, as she is consistent in her approach to behaviour management. Children hear gentle messages to remind them of the rules. They respond positively to her and each other as they discuss why it is not safe to leave toys all over the floor. Children develop a good understanding of how to keep themselves safe and how their behaviour impacts on others.

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 provide exciting learning opportunities and experiences. For example, children benefit when they spend time outdoors in the local area, exploring woodland and beaches. They regularly visit farmland, where they have observed the farmer planting seeds, growing the crop, harvesting the vegetables, and ploughing the fields. The childminder successfully builds on children's existing knowledge over time. This ensures that learning is embedded and children are more than ready for their next stage of learning, especially school.
- Children's behaviour and attitudes are good. For example, they have a very good understanding of the rules that are in place. During free play, children engage with play dough. They know how many children can sit at the table at any one time. Children wait patiently for their turn. They share and take turns and have lovely manners as they interact with each other and the childminder. Children learn how to manage their own feelings and behaviour well. This has a positive impact on the development of their characters.
- The childminder supports children well to be independent in their self-care. For instance, at snack time, children instinctively know the routine. They wash their hands before collecting their drink bottles and sitting down at the table. Children

eat healthy snacks that are provided by the childminder. She actively promotes healthy choices around food and exercise. However, children do not consistently have opportunities to develop their physical skills or spend time in the fresh air when they spend long periods of time inside. This impacts on children's development and emotional health as they seek out opportunities.

- The childminder provides an environment that is inclusive and promotes equality well. For instance, children ask questions about reading aids that are inside of a book. The childminder describes to the children what the coloured sheet is used for and how it helps children to be able to read words on a page. Children use this coloured sheet during their play and tell the inspector what it is used for. They develop a good understanding of what makes them unique. However, the childminder misses opportunities to develop children's understanding of other faiths, religions and people that are different to themselves, and prepare them as best she can for life in modern Britain.
- The childminder works particularly well in collaboration with other educational settings that children attend. For example, she regularly shares 'something I would like share' sheets with other settings to ensure that there is continuity in the education and care that the children receive between settings and her home. This has a hugely positive impact on the outcomes for all children, including those with SEND.
- The childminder has a clear and ambitious vision for providing high-quality care and education. For instance, she continually improves her professional knowledge by completing regular training, such as 'supporting challenging behaviour' and carrying out regular research to keep her knowledge up to date. This directly impacts on the quality of her teaching and the outcomes for children in her care.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a solid understanding of her duty to protect the children in her care from harm. She has a clear understanding of safeguarding policies and procedures and knows the referral pathways to access if she feels that a child is at risk from harm or abuse. The childminder can confidently talk about a range of complex safeguarding concerns such as the 'Prevent' duty, county lines and domestic violence. She regularly completes safeguarding training to ensure that her knowledge is up to date. The childminder keeps up-to-date records and keeps these securely stored.

What does the setting need to do to improve?

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

- increase opportunities for children to be physically active daily

- develop children's understanding of other faiths, religions and cultures to fully prepare them for life in modern Britain.

Setting details

Unique reference number	EY366954
Local authority	Kent
Inspection number	10264446
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 10
Total number of places	6
Number of children on roll	10
Date of previous inspection	15 June 2017

Information about this early years setting

The childminder registered in 2008 and lives in Broadstairs, Kent. She offers care Monday to Friday, from 8am to 6pm, for most of the year. The childminder holds a relevant early years qualification at level 3.

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.
- 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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