

Childminder report

Inspection date: 5 January 2023

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

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

What is it like to attend this early years setting?

The provision is good

Children are happy and safe in the childminder's home. She finds out about children's current levels of development and interests before they start. This helps them settle well and develop secure relationships with the childminder. Detailed ongoing assessment helps the childminder to focus on each child's areas of development and what they need to learn next. She then carefully organises the environment to meet the needs of everyone. Resources are regularly rotated and accessible to promote choice and independence. The childminder has high expectations for children. This helps children make good progress from their starting points.

Children display strong emotional attachments and affection for the childminder. She responds sensitively to their needs. For example, the childminder gently strokes children's hands when they need reassurance, and they receive cuddles when they are tired. Children seek out the childminder to play. She reads their favourite stories, using puppets to engage the children. They squeal with delight and eagerly help her to turn the page. The childminder responds to these interactions by using flash cards so that younger children can choose songs to sing. They show high levels of engagement as they join in with the actions for the songs. This demonstrates how secure relationships are supporting children's development.

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

- Partnership with parents is strong. Parents feed back that they 'love the home-from-home setting' and view the childminder as an integral part of their family. They receive daily updates via contact books and online. Parents contribute to their child's progress reports. Children benefit from this shared approach to their learning and development.
- The childminder skilfully weaves mathematics into everyday life. For example, when singing 'Five Little Snowmen', children pick up peg dolls one by one to represent the number in the song. As children play, the childminder counts items and explores shapes. This helps children to gain an understanding of number and develop a good foundation to build on.
- Children spend time out in their community. They enjoy walking in local fields to spot birds, squirrels and other wildlife. They visit soft-play centres, the library and toddler groups. They meet up with other childminders to learn sign language. This is supporting children's social development as they interact with children of different ages.
- The childminder provides learning opportunities that build on what children know and can do. They explore how to mix paint using different utensils, making marks by dabbing, spreading and rolling. Children excitedly add glitter to the

paint, which keeps them focused on the activity. This supports children to get the most from every learning opportunity before moving on.

- There is a good focus on early communication and language development. The childminder implements effective strategies to move children on from using single words to linking two and three words together. For example, when a child says 'cat,' the childminder responds, 'Yes, a black cat.' However, sometimes, the childminder shortens words and does not always pause for children to repeat new language that they have heard. This does not fully support children's growing vocabulary.
- The childminder reflects to improve her provision and consults with the children. They share what they would like to do. For instance, they are working together to help to plan play opportunities in the large garden. This ensures that children feel valued and listened to.
- The childminder supports children who speak English as an additional language. She learns words in their home language and includes labels around the environment. However, the childminder has not fully developed opportunities for children to gain an understanding of different families and cultures to help prepare them for life in modern Britain.
- The childminder is kind and patient and encourages children to do things for themselves. They choose what they want to play with and help tidy up. When children struggle to put their shoes on, the childminder encourages them to fasten them. The childminder praises their achievements, which encourages their growing independence.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of how to keep children safe from harm. She can recognise signs of abuse, including domestic violence, substance misuse and female genital mutilation. The childminder has completed safeguarding training. She knows the procedures for reporting any concerns and where to get advice. Effective risk assessments ensure that children are safe in the childminder's home and when in the local community. She ensures there are suitability checks for those living on the premises. The childminder holds a current paediatric first-aid certificate. She prepares food following government guidance and supervises children at mealtimes.

What does the setting need to do to improve?

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

- support children even further to develop their growing vocabulary and help them learn the correct pronunciation of words
- provide more opportunities for children to learn about other families, cultures

and traditions different than their own.

Setting details

Unique reference number	EY486222
Local authority	Kent
Inspection number	10264155
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 11
Total number of places	8
Number of children on roll	8
Date of previous inspection	6 June 2017

Information about this early years setting

The childminder registered in 2015. She lives in Minster-on-Sea, Isle of Sheppey, Kent. The childminder provides childcare from 8am to 6pm, Monday to Friday, with the exception of bank holidays and family holidays.

Information about this inspection

Inspector

Jennie Winchcombe

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 showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the interactions between the childminder and children.
- The inspector carried out a joint observation with the childminder.
- Parents shared their views of the setting with the inspector.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- 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.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2023