

Childminder report

Inspection date: 18 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 have a warm bond with the childminder and show they feel happy and secure in her care. The childminder provides a safe and welcoming environment for the children to play and learn. Children make independent decisions about what to play with and explore from a range of resources and activities in the playroom.

Children behave well, use good manners and are learning to share and take turns. The childminder has high expectations for the children and communicates these effectively to them. Children respond positively to the continual praise and encouragement from the childminder, which helps raise their confidence and self esteem.

Children are learning to lead healthy lifestyles. The childminder encourages them to follow good hygiene routines, such as washing their hands regularly. They thoroughly enjoy a range of healthy meals and snacks and learn about the importance of oral hygiene.

Children benefit from plenty of fresh air and exercise. The childminder takes children out to various places of interest, such as local parks, nature walks and her allotment. Children enjoy attending a local toddler group, mixing with a larger group of children. Children make good progress in their physical development, gain good social skills and enjoy learning about the world around them.

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

- The childminder observes and assesses children continually. She uses this information successfully to know what the children need to learn next. She plans and organises activities that will build on their interests and next steps in learning and development. Overall, the children are provided with a good mixture of play and learning opportunities across the curriculum. However, on occasions, the childminder does not make the best use of opportunities to support children's own ideas fully during creative activities.
- The childminder supports the children's early communication skills well. She clearly emphasises key words in her interactions, introduces new vocabulary and models the correct pronunciation of words. Children listen carefully to the childminder and respond to her guidance. This helps support their understanding and language development.
- The childminder provides the children with lots of opportunities to develop their early mathematical skills. She teaches children how to count in activities and they learn about concepts such as size and quantity effectively. For instance, the childminder challenges children to find different amounts of objects and introduces the concept of money during their shop role play.

- The childminder has good relationships with the parents. She gathers detailed information about the children's routines, likes and dislikes before they start. She exchanges regular information with other settings that children attend. Parents are very complimentary about the childminder and the care that she provides. However, the childminder does not consistently consider ways to involve parents in extending their children's learning at home.
- The childminder makes ongoing improvements to her provision. She constantly reviews her practice and adapts her provision to help make positive changes. For instance, she has organised a wide range of books and resources, making them easily accessible for the different ages of the children. The childminder attends regular training and shares ideas with other professionals, to help keep her knowledge up to date and to further develop her professional practice.
- Children develop a love of books. They are confident to select books to read either independently or to share stories with the childminder and their peers. They enjoy talking about the pictures and make predictions about what might happen next. Children confidently make links between the events in the books and their own real-life experiences. They are encouraged to treat books appropriately. This helps to develop children's literacy and helps them gain good skills in preparation for their future learning and the move on to school.
- Children learn about people, places, religions and customs as they explore books, resources and topical craft activities. This helps them to acknowledge the wider world and people's differences and similarities, and learn to respect these.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her safeguarding knowledge up to date. She knows the signs that would cause her concern about a child's welfare. She keeps well informed about her local safeguarding procedures and knows who to contact if she has concerns. The childminder thoroughly assesses any risk to help identify and minimise any hazards in her environment. She supervises children's play continuously while in her care. This helps to keep children 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:

- provide further opportunities for children to develop their own ideas during creative activities
- consider further ways to provide parents with ideas and guidance about how they can continue to support their children's learning at home.

Setting details

Unique reference number	EY362743
Local authority	Kent
Inspection number	10265143
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 4
Total number of places	6
Number of children on roll	7
Date of previous inspection	25 May 2017

Information about this early years setting

The childminder registered in 2007. She lives in West Malling. She operates Monday to Friday, from 7am to 5pm, all year round. She is in receipt of funding for the free provision of education for children aged three and four years.

Information about this inspection

Inspector

Kimberley Luckham

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 provider.
- The childminder showed the inspector around her childminding premises to understand how the early years provision and the curriculum are organised.
- The inspector held discussions with the childminder at appropriate times during the inspection.
- A sample of documents were reviewed by the inspector, including the safeguarding children policy and the complaints policy.
- Parents' views were taken account of by 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.

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