

# Childminder report

---

Inspection date: 15 February 2023

<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	Outstanding
--	-------------

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

### **The provision is good**

Children form warm and positive relationships with the childminder and her assistant. Children have meaningful interactions with them. The children respond to the childminder and her assistant and repeat words to build on their bank of vocabulary. The childminder helps children to develop a positive attitude to reading. Children choose books and listen to stories. She also encourages children to share books with parents at home from the setting each week. This promotes future learning and supports communication and language development. The childminder has a clear vision for the skills and knowledge she wants children to learn in her setting. These focus on preparing children well for the next stage in the learning.

Overall, children show appropriate levels of engagement in their play. Children enjoy activities in the setting and in their local area. They are exposed to a range of experiences. For example, the children sponsor a guide dog and support their nearest food bank. The children learn about Diwali and write to their local mosque. The childminder makes books about the children. The children enjoy looking at photos of their family members and pets. They also choose to share these with other children. This all helps children to appreciate diversity and understand what makes them special and unique.

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

- The childminder and her assistant are great role models for the children. They promote and encourage desirable behaviours. They remind children of routines to keep them safe, and children respond respectfully. As a result, children are happy and increasing in confidence in the childminder's care.
- The childminder works with her assistant to make accurate assessments of children. They know the children well and identify emerging needs of the children in their care. The childminder has worked with parents to seek support from outside agencies, where children may have special educational needs and/or disabilities. This means that children promptly receive the support they need to progress well in their learning.
- Parents speak highly of the childminder's care. They are happy with the communication and information shared by the childminder and her assistant. The childminder builds trusting relationships with both children and parents. This helps children settle well in this setting.
- Healthy snacks are provided by the childminder. For example, she offers fresh fruit, such as strawberries. She discusses healthy eating with the children, including which foods to eat more of and those to eat less of, and encourages parents to provide children with a healthy lunch. The childminder regularly cooks with children and shares the recipes with parents. Children develop an

understanding of how to eat a healthy diet.

- The childminder and her assistant recognise that some children have been impacted from the COVID-19 pandemic, and their communication and language development have been delayed. They have identified ways to improve the communication and language of children. For example, they emphasise keywords and sing rhymes, such as 'Old MacDonald', which link to the activities prepared. This prepares children to speak fluently and communicate confidently.
- The childminder has a clear overview for the learning she delivers to the children. She organises her setting to support the children's learning. For example, she makes resources available to encourage children's fine motor skills, and she has considered how to present resources and toys so that children can select them and therefore develop their confidence.
- The childminder plans activities to meet the aims of the curriculum. However, at times, teaching is not adapted and children become disengaged and can lose focus, which can limit the learning.
- The childminder is reflective of her practice. She has arranged training for herself and her assistant based on the needs of the children in their care. This helps them to further understand how children learn and how to support children to manage their behaviour.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has an in-depth understanding of the signs and symptoms of abuse. She understands her responsibility to report concerns including any allegations and is aware of issues such as radicalisation and extremism. The understanding of procedures to safeguard children by both the childminder and her assistant are consistent. The childminder knows the importance of acting quickly on non-attendance to ensure children's safety. She ensures that children are always supervised in her care. This all helps to keep children safe, and demonstrates that procedures at this setting remain effective.

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

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

- recognise when activities need adapting to maintain children's interests and extend learning.

## Setting details

<b>Unique reference number</b>	EY443771
<b>Local authority</b>	Kent
<b>Inspection number</b>	10263997
<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 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	18 May 2017

## Information about this early years setting

The childminder registered in 2012. She lives in Sittingbourne, Kent. The childminder cares for children from 8am to 5:30pm, Monday to Thursday, all year round. She receives funding to provide free early education for three-year-old children. The childminder employs one assistant and holds a relevant early years qualification.

## Information about this inspection

**Inspector**  
Linzi Bradbury

## 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 setting.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector talked to the childminder at appropriate times.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector carried out a joint observation of a group activity with the childminder.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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 2023