

Childminder report

Inspection date: 9 March 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 eager to come into the childminder's home. They know the familiar routines and confidently put their coats away and choose activities. The childminder offers a variety of activities that interest them. For instance, children walk over to the creative table and pick up jumbo crayons. They make marks on the large paper on the table and chat with the childminder about what they are doing, such as the colours they are using and the shapes they make. Children have a positive attitude towards learning. They feel happy and safe at the childminder's home.

Children have access to a well-sequenced curriculum that meets their individual needs. They enjoy activities such as malleable play and happily explore the play dough. They take turns and care for each other. For instance, children offer support to other children who they feel have need of it. This encourages good behaviour and positive attitudes among the children.

Children have various opportunities to engage in stories and books. They enjoy listening to the childminder reading to them and she successfully captures their attention, for instance by making funny noises. For example, while reading a book on animals, children name the various animals they see and copy the noises they make, including penguins, owls, and dogs. This helps sustain children's interest and supports their good progress.

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

- Children are independent. They have free access to all of the areas of the childminder's home that she uses for childminding. This helps children to engage with resources that interest them. For instance, children pick books and read these among themselves. This enhances children's experiences as they feel confident to explore the childminder's home.
- The childminder seizes all opportunities to build children's communication and language. For instance, at snack time, she encourages the children to identify the various colours of cups they all have. She also supports the children with identifying the shapes and animals on the snack packaging, such as a circle and a bear. This helps develop children's ability to communicate effectively.
- Children enjoy varied healthy meals and snacks provided by the childminder. For instance, at snack time the children enjoy eating fruits and other snacks. The childminder also provides a home-cooked lunch for the children. Children are happy and eager to join in at mealtimes.
- Children learn about simple good hygiene routines. For instance, the childminder supports the children to wash and dry their hands at snack time. She encourages children to wipe their faces. This boosts children's self-confidence in

performing simple tasks.

- The childminder provides opportunities for the children to explore their local community. They go on walks and outings to various places like the beach and local castles. The childminder encourages children who have never done it before to walk on the beach barefooted. This provides children with exciting new experiences that enhance their learning.
- The childminder knows the children well. She shows awareness of how to adapt activities to meet the needs of some children, such as those with special education needs and/or disabilities. However, on occasion she does not adapt activities fully successfully to suit the needs of all the children in her care. For instance, at times, activities do not capture the attention of younger children well enough and they quickly lose interest. This has an impact on the quality of children's learning at these times.
- The childminder partners with parents to encourage children's independence. For instance, she liaises with parents to potty train the children. She also works closely with parents so that they follow the same sleep routine for the children. This ensures that children feel settled and enjoy their time at her home.
- The childminder makes conscious effort to keep her learning up to date. For instance, she accesses online training. She also liaises with other childminders so that they can share ideas. This impacts her practice in a positive way. It also helps ensure that she continues to meet the needs of the children she cares for, as well as those of their families.

Safeguarding

The arrangements for safeguarding are effective.

The childminder supervises the children effectively to ensure that they are kept safe in her home. She has a good understanding of the various types of abuse. She is aware of safeguarding procedures and what to do in the event of any allegations against her or any member of her household. For instance, she explains who she would contact if she thinks a child is being abused. She also shows an awareness of safeguarding issues such as the 'Prevent' duty. She accesses relevant training to keep abreast of new development that can impact children.

What does the setting need to do to improve?

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

- strengthen activity planning to take more account of children's differing needs, to ensure all children benefit fully from the experiences offered.

Setting details

Unique reference number	EY486296
Local authority	Kent
Inspection number	10276363
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 11
Total number of places	12
Number of children on roll	20
Date of previous inspection	12 July 2017

Information about this early years setting

The childminder registered in 2015 and lives in Ashford, Kent. She provides care on Monday, Tuesday and Thursday, from 7am to 6pm, throughout the year. The childminder has a relevant level 3 childcare qualification. She is eligible to receive free early years funding for children aged two, three and four years.

Information about this inspection

Inspector

Toyin Aina

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 childminder.
- 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 EYFS curriculum.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- 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 childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector.
- 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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