

Childminder report

Inspection date:

16 March 2023

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Good

What is it like to attend this early years setting?

This provision meets requirements

The childminder provides children with a lovely, clean and welcoming home-from-home environment. Children arrive to the childminder's home after nursery and school, chatting to each other. They are keen to go inside with their friends. Good hygiene procedures are in place before children go to play. A child with responsibility as a 'shoe monitor' checks that the hallway is clear and tidy. In the homely setting, children have space to relax and read after a busy day at nursery or school. They play inside with the ample resources available or ask to play outside. A mixture of child-led and adult-led activities ensures that children are always engaged. Children are very happy at the childminder's home.

The children have access to a fruit bowl if they would like a snack when they arrive. They have a healthy home-cooked tea before they go home. The children make their own pizzas, choosing from a range of toppings that they would like. This is promoting children's good health. Children's behaviour is very good. They use manners without prompt. For example, when a child is struggling to open a packet, another child offers to help and they say thank you. As a result, children are learning well to be helpful and considerate.

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

- Children have developed secure relationships with the childminder. They talk very fondly of the childminder and say that 'when you walk into the house she always has a smile on her face.' The children feedback that they enjoy attending the childminder's house. Children are confident to explore and play independently, safe in the knowledge the childminder is there to offer help and guidance when needed.
- The environment promotes independence and exploration. Children are able to use their imagination. When a child is trying to balance pencils on a cereal box, they work out that they can make a hole in the box and press the pencils through to stand them up. Children are learning to keep trying and show high levels of engagement.
- The childminder instigates meaningful conversations with the children. For instance, when she asks about their day the children discuss what they have done in nursery and school. They talk about what they are doing at the weekend. These conversations help children to reflect on their learning during the day.
- The childminder uses her knowledge of child development to support children with their learning. For example, a group of children are building a tower and are using a ruler to measure the height. The childminder offers a tape measure to check the height, which challenged the children to build a taller tower. This

supports children as they try more tricky tasks.

- There is a mixture of adult-led activities as well as opportunities for children to explore their own play and be creative. Outside, a group of children are making up dance routines. Inside, children cook at the role-play kitchen while others use craft materials to make gifts for their friends. The range of activities available meets the interests of the children who attend.
- Children are confident to talk and share their ideas. For example, the childminder asks the children if they would like anything from the garden cabin. The children discuss this and ask for the dressing-up box. The childminder tells the children that she will have it ready for the next session. This develops the children's confidence to make their own choices.
- The childminder builds strong partnerships with schools and pre-school children also attend. She uses this information well to understand children's specific interests and to plan activities that they will enjoy. For example, having discussions about Canterbury Cathedral, which children had visited on a school trip. This builds on their learning from elsewhere.
- Parent partnerships are very strong. Parents feedback that they love the homely feel created by the childminder. Their children feel safe and cared for. Parents like that children are able to mix with other children of different ages. This helps to promote their well-being and develop friendships.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to keep children safe from harm. She completes regular safeguarding courses to keep her knowledge up to date. Training includes making a referral, infection prevention and child-on-child abuse. This means that the childminder knows the signs and symptoms she needs to be aware of to safeguard children. She knows how to record and report any safeguarding concerns. The premises are secure, both indoors and outdoors. Robust risk assessments ensure that children are safe while walking to and from nursery or school. Appropriate checks have been undertaken on all adults in the household.

Setting details

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| Unique reference number | 126531 |
| Local authority | Kent |
| Inspection number | 10264938 |
| 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 | 4 to 11 |
| Total number of places | 11 |
| Number of children on roll | 26 |
| Date of previous inspection | 30 June 2017 |

Information about this early years setting

The childminder registered in 2001. She lives in Challock, Kent. The childminder offers wraparound care Monday to Friday from 7am to 9am and 3pm to 6pm. She drops off and picks up children from a local nursery and school. The childminder holds an appropriate qualification at level 3.

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 they are safe and suitable.
- Children told the inspector about their friends and spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and children.
- 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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