

Childminder report

Inspection date: 20 March 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children feel safe and secure as they explore the engaging environment. They have forged a secure bond with the childminder, who is eager to hear about what they have been doing over the weekend. Children develop their language skills as they engage in back-and-forth conversations with the childminder.

Making marks with different media and materials is a favourite with the children. They enjoy exploring the patterns, as they make large circles and lines on the chalkboard. Children concentrate as they place the stickers on their pictures and develop their fine motor skills.

Children's behaviour is good and appropriate for their age. They are eager to join in activities with friends as they learn to socialise. Children are learning how to share resources as they engage in activities. For instance, they make good use of the sand timer as they take turns with friends to use the pink scoop.

Nature and learning about their local community are a big part of the children's time at the setting. For example, they feed the chickens and watch the calf being fed on the farm. Children go on outings with the childminder to the beach and forest school to learn about the world around them.

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

- Outside play is important to the childminder. She makes sure that children have daily opportunities to go outdoors to exercise in all weather. For instance, children have a wide range of resources in the garden to practice their physical skills and build muscle strength. They learn how to safely climb on the large play equipment. The childminder encourages the children to take managed risks in their play as they learn how to use resources.
- Partnerships with parents are very effective. The childminder has established positive relationships with parents and other professionals. As a result, children receive a continuity of care and learning. Parents speak highly of the childminder and like the daily updates on activities and outings their children have undertaken.
- The childminder has high expectations for the children. She plans a variety of activities based on children's interests and stage of development. For instance, they enjoy role-playing hospitals. They practise their fine motor skills as they peel open the plasters and stick them on to the 'poorly' teddy. The childminder talks to the children about how the teddy is feeling. She makes effective use of traffic-light cards with faces on to support the children to talk about their emotions and how they are feeling.
- Story time and reading are a high priority to the childminder. She encourages

the children to look at books independently as well as listen to a story. For instance, children ask the childminder to read their favourite bear story. The childminder asks the children to predict what will happen next before they turn the page. The children join in with actions as they look at positional language going 'over' and 'under'. Children are developing their vocabulary as they form a love of books.

- Professional development is important to the childminder. She has a strong focus on developing her own practice to improve outcomes for children. For instance, she has strong links with other early years professionals to share ideas and best practice.
- The childminder has a clear intent for learning within the curriculum. She provides children with a good range of adult-led activities. For example, older children practise counting as they fill and empty containers with rice. Younger children use scoops to fill different-coloured containers. However, at times, the childminder does not challenge children to make sure activities have an impact on their learning and development.
- Mealtimes are a social occasion where the children sit down together to talk about what they have been doing. The childminder encourages children to develop their independence. For example, they learn to peel and cut up their fruit and pour their milk or water. The children receive positive messages about how to make healthy choices. Yet, the way in which the childminder organises these daily routines does not ensure that resources are available for the children. As a result, children become distracted and are not always fully engaged.

Safeguarding

The arrangements for safeguarding are effective.

The childminder fully understands her responsibility to keep children safe from harm. She is aware of the signs and symptoms of abuse, including extremist views and behaviours, such as 'Prevent' duty and county lines. The childminder completes regular child protection training. This helps to ensure she keeps her knowledge of safeguarding practice up to date. The childminder has a good awareness of the procedures to follow if she were concerned about a child. She is fully aware of the importance of constantly supervising and being vigilant to ensure that she always maintains children's safety and welfare. The childminder carries out thorough risk assessments to make sure children are safe in the home and farm and when on outings.

What does the setting need to do to improve?

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

- ensure that planned activities challenge children's learning and help extend their

knowledge even further

- strengthen the organisation of some daily routines to ensure that children are fully engaged.

Setting details

Unique reference number	2618918
Local authority	Kent
Inspection number	10276082
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	2 to 5
Total number of places	4
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021. She lives in Sheerness, Kent. The childminder operates from 7.30am to 6pm, from Monday to Thursday, for most of the year.

Information about this inspection

Inspector

Sara Garrity

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 inspector observed the daily routine and practice and discussed how the childminder organises and manages the curriculum.
- Parents views on the service they received were considered through letters of reference.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- At appropriate times during the inspection the inspector spoke to the children and childminder.

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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