

Childminder report

Inspection date: 29 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

All children are very happy and confident. The childminder plans motivating activities that children are eager to join in with. She ensures that children benefit from the well-embedded curriculum, and they have a positive attitude towards their learning. For example, children are curious about the wind and rain. They are excited to watch what direction the wind flag blows in and how much rainwater has been collected. They build on their knowledge of the weather even further. The childminder develops children's interest, and this motivates them to learn. For example, when they are interested in a story about a caterpillar, they learn about how the caterpillar transforms into a butterfly.

The childminder is a positive role model. Children are polite and behave well. Even the youngest children help each other reach objects and say 'please' and 'thank you' with minimal reminders. Children learn about the benefits of healthy lifestyles. For instance, they brush their teeth after lunch and talk about the importance of doing so. Children have good opportunities to develop their physical skills and explore different ways to move their bodies. For example, they enjoy daily yoga activities. Children enjoy action songs as they enthusiastically jump and hop like 'bunnies' and 'dangle' to and fro like a scarecrow.

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

- The childminder gets to know children well from the moment they start with her. This includes those who have only been attending for a short time. The childminder learns what they like and dislike. This helps her plan activities that she knows children will enjoy. For example, she plans activities with bubbles for children who she knows particularly enjoy outdoor-play experiences. All children make good progress.
- The childminder establishes secure and trusting relationships with children. They enjoy the company of the childminder and feel safe and secure in her presence. For instance, children initiate hugs, smile and giggle happily as they play together.
- The childminder fully supports children to develop good communication skills. For example, she provides meaningful running commentary and encourages children to build on their developing vocabulary. For example, when talking about Easter, even the youngest children are encouraged to say new words, such as 'daffodil'.
- Overall, the childminder ensures that her practice is inclusive and welcomes all children and families. She teaches children about festivals and events that she is more familiar with, such as Easter. The childminder does not consistently teach children about other peoples' similarities and differences from around the wider world more extensively.

- Overall, the childminder has a good understanding of all areas of learning. Children develop a wide range of good skills. For instance, they are encouraged to be independent, and are keen to get the mat ready for their nappy change. However, the childminder does not consistently provide children with more opportunities to freely express themselves and their creativity. For example, art creations tend to be template-based and at times lack uniqueness.
- The childminder establishes positive relationships with parents. She keeps them fully informed and involved in their children's learning and what they have enjoyed doing. She shares helpful resources and ideas to support parents. This includes books on a wide range of topics, such as separation and tips on nutrition.
- The childminder evaluates her practice effectively. She sometimes works with an assistant, and she is fully included in reviewing their practice. They reflect daily on how well they engage children. The childminder and assistant observe each other interact with children and provide constructive and helpful feedback. They use their findings to support their future performance.
- The childminder is proactive in ensuring that both herself and her assistant build on their good knowledge and skills. The childminder has recently attended training to develop her knowledge of how children process emotions. As a result, the childminder has introduced calming strategies to support children who may feel overwhelmed. This includes encouraging them to choose an activity to participate in, such as taking a deep breath, hugging a cuddly toy or listening to calm music.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure and confident knowledge and understanding of safeguarding and child protection policies and procedures. She fully understands the signs and symptoms of potential abuse to be aware of which may highlight a concern. She knows who to contact to seek advice and how to raise and follow up any potential issues. The childminder and her assistant complete regular safeguarding training to keep their knowledge up to date. The childminder supports children to learn how to keep safe. For example, when out on walks, younger children know they walk on the inside of the path furthest away from the road and sing a song about road safety.

What does the setting need to do to improve?

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

- extend children's knowledge and understanding of other peoples' similarities and differences outside of their own communities and experiences
- provide more consistent opportunities for children to freely express their

creativity.

Setting details

Unique reference number	EY491217
Local authority	Kent
Inspection number	10280438
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 9
Total number of places	9
Number of children on roll	11
Date of previous inspection	15 September 2017

Information about this early years setting

The childminder registered in 2015. She lives in Sittingbourne, Kent. She sometimes works with an assistant. The childminder cares for children from Monday to Thursday, from 7am to 6pm, all year around. She receives funding to provide free early education for children aged three and four years.

Information about this inspection

Inspector

Kelly Hawkins

Inspection activities

- This was the first routine inspection the childminder has 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 setting.
- The inspector carried out a learning walk with the childminder. The inspector assessed the impact of the quality of interactions and the learning opportunities she provides children.
- The inspector viewed the indoor and outdoor learning environments.
- The inspector reviewed written documentation, such as confirmation of the childminder's first-aid training, and the suitability checks completed on assistants and adult household members.
- During the inspection, the inspector spoke to the childminder and children at convenient times and considered their views.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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