

Childminder report

Inspection date: 4 April 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 enthusiastically explore the interesting environment. They feel safe and relaxed in the childminder's care. The children are keen to show visitors the array of toys and resources they play with at the childminder's home. For instance, they demonstrate how the shop till scanner works. They show how the scanner makes a beeping noise when they press the button.

Opportunities to explore are thoroughly enjoyed by the children. They know the routines and swiftly find their shoes and coats so that they are ready to go outside and investigate. They know the rules of the setting and step back from the door so that the childminder can go out first. Children develop their independence and take responsibility for small tasks throughout the day. For instance, they help to tidy the playroom before getting ready to go to the library. They chatter about where they are going and take turns placing the books into the bag, ready to take back to the library.

Children's behaviour is good and appropriate to their stage of development. For example, during song time the children offer their friends a different-coloured maraca so that they can swap. Children learn to become skilful negotiators. They have plenty of opportunities to interact with the childminder and friends, as they learn to share and take turns.

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

- Books are extremely important to the childminder. She has a great love of literacy and is passionate about ensuring that children have access to a wide range of story and factual books. For instance, the childminder takes the children to the library, and teaches them how to use their own library cards to borrow books. The children are excited to show the childminder and visitors the books they have chosen to take home to share with parents. The childminder offers children an array of opportunities to expand their cultural capital as they learn how to operate in the world around them.
- Outside play is a high priority to the childminder. She makes sure that children have daily opportunities to go outdoors to exercise in all weathers. They go to the park to use large play equipment to develop their muscle strength. The childminder encourages children to take on new challenges. For instance, they practise using the cargo net to climb up to the slide. Children gain a great sense of achievement when they manage to get to the top. The childminder makes good use of praise and encouragement to help children complete their chosen tasks.
- The childminder has high expectations for children's learning. She makes use of children's interests and next steps to plan the curriculum. For instance, she

counts the blocks with the children as they build structures. The childminder supports children to develop their mathematical skills and knowledge as they interact with resources. However, the childminder does not always enable children to extend their imagination through a range of more flexible and open-ended materials.

- The childminder works effectively with her co-childminder to maintain quality and develop their good practice. She attends local networking groups to support her with her practice and ensure that she provides a good quality service to children and their families.
- Children chatter away throughout the day as they develop their communication and language skills. They are inquisitive and eager to learn about their local community. For instance, they point out the things they observe as they walk to the library. The childminder makes good use of past events to extend conversations. Such as comparing how the shadows have moved on the path as they walk home from the library. The childminder talks to the children about the flowers they see, and listen to the birds as they explore the environment. However, the childminder does not always make effective use of some adult-led activities to expand children's vocabulary and thinking skills even further.
- Partnerships with parents are good. Parents make very positive comments about the care their children receive. She ensures that parents receive regular feedback about the children's development and activities they have been doing to support home learning. The childminder works closely with other professionals and settings children attend to ensure that they receive a continuity of care and learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of child protection procedures. She is fully aware of the actions to take if she had concerns in relation to children's welfare. The childminder keeps her safeguarding knowledge up to date. For instance, she completes regular online safeguarding training. The childminder understands the importance of being constantly vigilant to issues such as extreme views and beliefs and child exploitation. She works closely with her co-childminder to help ensure children are always safe and secure. The childminder ensures children are aware of how to keep themselves safe when out on walks. For example, she teaches them how to cross the road safely.

What does the setting need to do to improve?

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

- provide a wider variety of materials to extend children's imaginative play
- make more use of adult-led experiences to help further extend children's

vocabulary and thinking skills

Setting details

Unique reference number	125756
Local authority	Kent
Inspection number	10279230
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 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	27 June 2019

Information about this early years setting

The childminder registered in 1992 and lives in Folkestone, Kent. She works with a co-childminder. The childminder operates from Monday to Friday, from 8am to 6pm, for most of the year. The childminder holds a relevant early years qualification at level 5. She receives funding to provide free early education to children aged three and four years.

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 childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector spoke to parents and read letters of reference to gain their views on the service they receive.
- The inspector observed the childminder's interactions with the children inside and while out on a walk to the library.
- The inspector sampled key documentation, including paediatric first-aid certificate for the 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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