

Childminder report

Inspection date: 24 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 thrive under the care of this dedicated, kind and thoughtful childminder. They say that they love coming and they bound through the door, excited and ready to play and learn new things. Children show they feel very safe. They enjoy lots of cuddles and reassurance throughout the day. They are confident to explore the space provided independently and to tell new people all about their experiences.

Children very clearly understand the routines and rules of the day, and they respond to them well. This supports them to feel calm and settled. Children are extremely caring and kind towards each other, looking out for each other's safety and well-being. They are always ready to explore each new activity provided and dedicate themselves to each and every activity with enthusiasm and enjoyment.

The childminder sees all children as capable learners. She provides a curriculum based around exciting topics. Every child is provided with challenges that are relevant to their developmental stage and that help them to develop a wide range of skills and knowledge. They thoroughly enjoy learning about our planet and new life through stories and songs. They hide and dig up plastic bugs in soil. Children love spending time in the garden, watering the plants and exploring floating and sinking pirate toys.

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

- The childminder carefully considers the curriculum that she provides. She focuses well on children's learning and providing activities that challenge them. For example, she plans activities to support their creativity, such as making a plant pot, planting seeds and creating a flower picture. Occasionally, she does not offer full explanations to the children of what is expected of them. This means that younger children sometimes do not achieve what the childminder intended them to learn.
- Children benefit from a language-rich environment that supports them in making secure progress with their communication and speech. The childminder regularly engages them in conversation and introduces new vocabulary. Younger children constantly repeat new words, such as the names of planets and different shapes. Older children recall language such as 'floating' and 'sinking' when playing in water. This means they are very able to communicate their needs and wants, supporting them to feel settled and develop a strong set of communication and thinking skills.
- The childminder provides a number of adult-led, interesting and engaging activities. She also allows the children to choose their own activities. This increases their enjoyment and well-being. Children focus extremely well for long

periods and show great concentration and perseverance. For example, they carefully glue and stick each petal of a flower. They are keen to try out new things for themselves and they beam with pride when they make new achievements. Children are developing a great attitude towards learning in preparation for their move to school.

- Children have a close bond with the childminder. This positive relationship has helped them to develop blossoming peer friendships. The childminder reminds children throughout the day about possible risks and being safe. The older children then look out for the younger ones and remind them not to use the big slide. They help the younger ones by filling their watering cans for them and showing them how to use the scooter.
- The childminder fosters children's independence from an early age. Children are learning to understand their own self-care skills, including toileting and feeding themselves. They learn how to hold a pencil and use scissors. They make snips and proudly announce, 'I did it.' Children enjoy helping to arrange the room ready for story time and tidying up afterwards. They understand why these activities are important and this helps them develop the necessary skills ready for school.
- The childminder actively seeks out additional training and information to help her to support the children she cares for in the best way possible. She ensures that she seeks expert advice from professionals and reads widely into current research on topics that may have an impact on the children in her care.
- Parents are overwhelmingly positive about the childminder and the care their children receive. They appreciate the home learning ideas to involve the family and to aid the good progress that their children make. Parents thank the childminder for her 'hard work, kindness, love and commitment' to their children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to keep children safe. She is confident in her ability to spot the signs and symptoms of abuse. She can explain the process she would follow if she had any concerns about a child's welfare. She knows what she should do if an allegation is made against her, including the relevant authority to inform. The childminder completes regular training to update and expand her knowledge. She undertakes effective daily risk assessments of her environment to help reduce and minimise any potential hazards.

What does the setting need to do to improve?

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

- provide children with clear explanations about activities so that they can get the most out of the learning opportunities on offer.

Setting details

Unique reference number	EY403050
Local authority	Kent
Inspection number	10280581
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	3
Number of children on roll	4
Date of previous inspection	29 August 2017

Information about this early years setting

The childminder registered in 2010 and lives in Margate, Kent. She offers care from 8am to 5.30pm, Monday to Thursday, except bank holidays and family holidays. The childminder receives funding for free early education for children aged two, three and four years.

Information about this inspection

Inspector

Nina Harvey

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 childminder and has taken that into account in their evaluation of the setting.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector carried out a joint observation of an activity with the childminder.
- Parents shared their views with the inspector.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and children and considered the impact on learning.

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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