

Childminder report

Inspection date: 30 May 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	Outstanding
--	-------------

What is it like to attend this early years setting?

The provision is good

The childminder offers children a warm welcome and provides activities that successfully support their learning. Children settle well with her and are continually at ease throughout the day. For example, they go to the childminder for comfort when they hurt themselves, and they quickly feel happy and content. Children learn about good hygiene habits, such as handwashing. They have a suitable understanding of good table manners. For instance, the childminder encourages children to sit down to eat snack together at the table. The childminder is playful with children through routine tasks, such as putting their shoes on. For example, she pretends to sniff their socks before helping them with their shoes. Children squeal and giggle when they listen to what their feet smell like. This adds to children's enjoyment of their time with the childminder, while teaching them important life skills.

Children behave well. The childminder works closely with parents to provide a consistent approach to children's behaviour between home and her setting. She promotes teamwork well between children to help foster good relationships. For example, she encourages older children to show younger children how to use equipment. Children build close friendships and enjoy each other's company. For instance, they chat to each other as they practise drawing circles on the blackboard.

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

- The childminder is passionate about providing children with good learning experiences. She supports them to have high levels of well-being and confidence. The childminder knows what she wants children to learn. She plans a varied curriculum, which has a strong emphasis on exploring the world around them. For example, she takes children on outings to local parks and attractions so that they benefit from first-hand experiences.
- Children develop good attitudes towards learning and are eager to be involved in activities. For example, when the childminder asks children if they want to do an activity, they cheer and giggle to show their keenness to learn.
- The childminder supports children to have good communication and language skills. Children enjoy engaging in discussions and follow instructions well. For example, they listen intently as the childminder tells them how to plant seeds by making a hole in the soil. Children understand what to do and show their developing skills. As a result, children learn to be confident communicators, which helps them to be ready to start school.
- Children engage in activities that build their physical skills well. For example, they enjoy running around in the garden and use the slide, which builds their larger muscle movements. Children challenge themselves to use tweezers to

select toy fruit, which supports their smaller muscle movements. They keep trying until they are successful.

- The childminder builds effective partnerships with parents. She has ongoing discussions with parents to support children's individual development and personal well-being. Parents praise the childminder's relationship with their children and the range of learning opportunities on offer. The childminder has good links and communication with other settings that the children attend.
- Children benefit from opportunities to spend time with other children of a similar age to support their social skills. For example, the childminder has links with other local childminders and they regularly meet up so children can play together. The childminder uses these opportunities well to have professional discussions. For instance, she often talks about ideas for activities to enhance children's learning. She finds this a useful way to develop her knowledge.
- The childminder has a wide range of resources on offer. Children have the opportunity to select what they want to play with, such as the magnetic fishing game. However, the organisation of resources inside means that, at times, children are overwhelmed by the choice available. They do not always concentrate for extended periods to embed their learning.
- The childminder gets to know children and families well, which helps her to provide activities that reflect children's individual backgrounds. She has a clear aim to include all children in all activities. However, she does not always precisely consider how to adapt activities to reflect the learning needs of all those taking part. At times, the younger children copy what older children are doing without the childminder supporting them to make links in their own learning. Despite this, the youngest children enjoy being involved in activities with their older friends.

Safeguarding

The arrangements for safeguarding are effective.

The childminder fully understands her role and responsibility to safeguard children. She is aware of the signs that may show that children could be at risk of harm, including concerns about county lines. The childminder knows the importance of keeping up to date with the local authority procedures. She is aware of the steps to take if she has concerns about children's welfare. The childminder has an appropriate understanding of risk assessments to help ensure children's safety. She provides a clean and well-maintained environment for children.

What does the setting need to do to improve?

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

- review and improve the organisation of the learning environment to engage and maintain children's interest more fully, to extend their learning

- enhance the planning of activities to reflect the specific learning needs of those taking part more effectively.

Setting details

Unique reference number	EY394653
Local authority	Kent
Inspection number	10291789
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 8
Total number of places	6
Number of children on roll	12
Date of previous inspection	12 October 2018

Information about this early years setting

The childminder registered in 2009 and lives in Milton Regis, Sittingbourne, Kent. She offers care from Tuesday to Friday, from 7.30am to 5.30pm, all year round. The childminder accepts funding to provide free early education for children aged three and four years.

Information about this inspection

Inspector

Sarah Taylor-Smith

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 childminder.
- The inspector observed the interaction between the childminder and children.
- Parents provided written feedback for the inspector.
- The childminder and the inspector jointly observed an activity and discussed children's learning.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of household members.
- The childminder shared her curriculum intentions to support children's 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023