

# Childminder report

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Inspection date: 2 May 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Outstanding
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children of all ages are very happy and confident. They are excited to be at the inviting setting and enjoy the wide range of resources and activities. For example, children are keen to play interesting games and use equipment safely, such as when they play badminton. The childminder has a good understanding of the curriculum, which she implements well. She plans motivating activities that help children have a positive attitude towards their learning. For example, children are curious about the insects that have visited their plants. They enthusiastically watch a spider and talk about how they make a web. Children learn about animals and their different habitats. They discuss that polar bears live in the Arctic, and they learn about the concept of hibernation when they talk further about bears.

The childminder and her assistant are positive role models. Children are polite and behave well. They are kind and caring. For example, older children help younger children to put on their coat. Children have good opportunities to develop their physical skills. For example, they enjoy regular activities, such as yoga. Children enjoy games where they move in different ways, such as hopping and jumping during hopscotch. Children learn about the wider world around them. This includes different languages, festivals and traditions. For instance, they learn dances traditional of other countries, such as Albania.

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

- The childminder and her assistant know children well. They know what they like and dislike and understand their unique and individual personality traits. This helps the childminder to plan activities that she knows will keep children motivated to learn. For example, children who have a keen interest in vehicles have the opportunity to visit and learn about different modes of transport, such as a helicopter.
- The childminder establishes secure and trusting relationships with children. She helps them to settle quickly, and they have a good sense of belonging. Children enjoy the company of the childminder and her assistant. For instance, children are excited to engage in play opportunities with them. They look to them for reassurance and feel safe and secure in their presence.
- Overall, children are engaged in good learning opportunities. For instance, they learn about the importance of brushing their teeth. However, the childminder does not manage all routines effectively to help children extend learning about the importance of healthy lifestyles, such as hygiene. For example, children wash their hands too far in advance of sitting for snack. The childminder allows children to play and touch toys and then eat, without addressing the need to wash hands and wash the germs away again. This way she does not consistently give children the knowledge they need to apply to future situations.

- The childminder supports children to develop communication skills well. She interacts purposefully with children and encourages them to build on their developing vocabulary. For example, when talking about the upcoming King's Coronation, even the youngest children are encouraged to learn new words, such as 'throne' and 'emblem'.
- Overall, the childminder has a secure and confident understanding of all areas of learning and children make good progress. The quality of teaching is good. Children gain a wide range of good skills. For instance, they are encouraged to complete tasks, such as putting on their shoes to develop their independence. However, the childminder does not consistently provide children with more opportunities to use their own ideas when participating in creative activities. For example, at times, children are told where to stick items and have glue put on to paper for them. Therefore, at times their creations do not fully include their own ideas.
- Parents speak highly of the childminder and her assistants. The childminder establishes positive relationships with parents and keeps them fully informed and involved in their children's learning. She shares helpful resources and ideas to support parents to help their children learn at home. For example, families borrow a balance bicycle for their children to use at home to practise skills, such as pushing themselves with their feet.
- The childminder evaluates her practice together with the assistant who she works closely with. They reflect daily on how well they have engaged children and what they could do differently next time. The childminder and assistant observe each other interact with children and provide constructive and helpful feedback. They use their findings to support their future practice.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and assistant have a secure and confident knowledge and understanding of safeguarding and child protection policies and procedures. They fully understand the signs and symptoms of potential abuse to be vigilant for. The childminder knows who to contact to seek advice and how to raise and follow up any potential concerns. The childminder and her assistant complete regular safeguarding training to keep their knowledge up to date. They fully understand how to help keep children safe. This includes managing any sudden illnesses swiftly and appropriately. The childminder supports children to learn how to keep safe. For example, they talk about how to stay safe when crossing the road.

## What does the setting need to do to improve?

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

- review the organisation of routines to ensure that they fully promote children's

understanding of healthy lifestyles to give them the knowledge to apply to their future learning

- provide consistent opportunities for children to be even more independent during creative activities.

## Setting details

<b>Unique reference number</b>	EY395592
<b>Local authority</b>	Kent
<b>Inspection number</b>	10286082
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	9
<b>Number of children on roll</b>	16
<b>Date of previous inspection</b>	31 October 2017

## Information about this early years setting

The childminder registered in 2009. She is located in Maidstone, Kent. She works closely with an assistant. The childminder cares for children from Monday to Thursday, from 7.30am to 6pm, term time only. She receives funding to provide free early education for children aged three and four years. The childminder and assistant both hold a relevant early years qualification at level 3.

## 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. This included safeguarding and child protection policies and procedures.
- During the inspection the inspector spoke to the childminder, her assistant 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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