

Childminder report

Inspection date: 6 July 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	Not applicable

What is it like to attend this early years setting?

The provision is good

The childminder provides a welcoming and home-from-home environment. Children are happy, and they enjoy following their interests during play. For example, they particularly enjoy hiding away in the cosy den the childminder has created. The childminder is warm and attentive as she interacts with children. She has developed strong bonds with them, supporting their individual personal care needs well. As a result, children feel comfortable to ask for help and seek her out for cuddles.

The childminder has high expectations for all children. She regularly praises them for their achievements, providing reassurance as they play. For example, as children practise their cutting skills, she actively encourages them, building on their confidence and self-esteem. As younger children struggle to share, she is clear and calm as she teaches them the importance of taking turns. This promotes positive behaviour and helps children to develop a sense of right and wrong.

Children are developing a love for books. They enjoy exploring books independently and listen intently to the childminder as she reads stories to them about cultures different to their own. For example, she reads 'Handa's Surprise' where children are exposed to new language, such as 'guava' and 'passionfruit'. This helps children to develop their vocabulary and a sense of people who are different to them.

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

- The childminder knows the children very well. She talks confidently about their starting points and the level of progress they have made. The childminder is passionate about providing children with different experiences to extend their learning. For example, she makes regular changes to her environment to provide children with new challenges. This helps children to develop positive attitudes towards their learning.
- The childminder supports children to develop their understanding of the world. She takes them on regular outings to explore and investigate. For example, children recently went on a trip to a wildlife park where they learned about animals and their habitats. The childminder plans activities that allow children to create their own habitat for bugs. Children become engrossed in using the sticks, leaves and flowers they collected on the walk. This encourages children to develop a sense of responsibility within their learning.
- Children develop a good understanding of mathematics. The childminder supports children to count during play. For example, she extends children's counting as they look at the number of ladybirds they can see in the book. The childminder also encourages children to recognise door numbers and signs

within the environment when they go for walks.

- The childminder recognises the importance of promoting children's communication and language skills. She repeats words and phrases back to the children, helping their pronunciation. However, on occasion, the childminder does not always give children enough time to think about and respond to the good questions she asks. For example, during activities, she asks children questions, but promptly answers the questions for them. This limits children's opportunities to develop their thinking and speaking skills.
- Children develop good hygiene practices. They know to wash their hands before lunchtime. Children develop their independence as they learn to manage their own self-care needs. For example, the childminder provides tissues and a mirror to encourage them to wipe their noses themselves. As a result, even the youngest children learn the importance of personal hygiene.
- Overall, partnerships with parents are strong. Parents are extremely complimentary of the childminder. They say she is 'dedicated, caring and professional', offering a stimulating environment for their children. Parents feel well informed about their children's learning, commenting on the significant progress they have made, particularly with their speech and confidence.
- The childminder is evaluative in her practice. She speaks confidently about her strengths and the experiences she offers children, such as broadening their experiences within the community. She has built up a strong network with other local childminders, which helps keep her knowledge up to date. This allows her to build on her quality of teaching as she learns about the different ways children learn.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good safeguarding knowledge. She confidently recognises the potential signs and symptoms of abuse. For example, she identifies any sudden changes in children's behaviour, such as becoming more withdrawn or aggressive as a potential concern. The childminder understands her responsibility to protect children from harm, and she has procedures in place to report concerns. She is aware of wider safeguarding concerns, including the 'Prevent' duty. The childminder knows who to contact if an allegation was made against herself or a family member living in her household. The childminder has robust risk assessments in place to maintain children's safety while building work is being undertaken.

What does the setting need to do to improve?

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

- strengthen practice recognising when to give children the time they need to

think and answer questions for themselves.

Setting details

Unique reference number	2641132
Local authority	Kent
Inspection number	10301509
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	2 to 3
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Deal, Kent. She operates all year round, from 8am to 5pm, Monday to Thursday. The childminder has qualified teacher status.

Information about this inspection

Inspector

Jasmine Nelson

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The childminder showed the inspector the premises, and they discussed how she ensures it is safe and suitable.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children communicated with the inspector during the inspection.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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