

Childminder report

Inspection date: 3 September 2021

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

Children are very happy and settled in the childminder's care, even after long periods of absence. They confidently explore their surroundings inside and outside, deciding what to play with from the wealth of experiences available to them. They develop close relationships with the childminder and her family, building friendships with the childminder's children.

Children experiment and explore in their play. They make decisions for themselves as to where to play. The childminder provides a flexible approach to support children's enthusiasm to learn to their full potential. Children are eager to learn and engage in play opportunities throughout the day. The childminder understands that children's learning is promoted through different environments. For example, children play with vehicles both indoors and outdoors. Children learn to play together and develop effective small and large movements through their interest in vehicles.

Children share and negotiate in their play. For example, they take turns to make the lift work in the garage and share the cars equally. They swap over the trains so that other children can use the faster train.

Children are confident to express their needs. They use simple phrases, such as 'can you help me?' and take the childminder by the hand to where they need help. The childminder knows the children well. She uses information from home to link their play to their interests, to support their ongoing learning.

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

- Children confidently experiment with a range of movement indoors and outdoors. They use shopping trolleys and negotiate the space within the house, successfully steering them around the train set. They throw bean bags into buckets using their preferred hand. They bounce balls on the trampoline and learn to jump down the steps safely in the garden. They use small-muscle movement to move trains and cars on tracks and in and out of the small-world garage.
- Children learn to keep themselves healthy. The childminder encourages hygiene practices as part of their daily routines, such as washing hands after outdoor play and using the toilet independently. Children learn to do things for themselves. They put on their own shoes for outdoor play and place them by the front door when they return indoors.
- The childminder constantly talks to children throughout their play and encourages good understanding. She has a clear comprehension of how children develop their conversation skills. The childminder provides challenges and

complex vocabulary during children's play. She also uses songs to help support children's use of sounds to encourage them to pronounce words. However, on some occasions, the childminder does not ask questions to encourage children to think and fully express their thoughts and ideas.

- Parents share positive comments about the service they receive from the childminder. They comment that they feel reassured that children are well cared for. They praise the childminder for the consistent approach to children's care and learning during the COVID-19 (coronavirus) pandemic. The childminder works alongside other early years provisions that children attend to promote a consistent approach for their care and learning.
- The childminder endeavors to keep her professional knowledge up to date. She gains information from a variety of other professionals and practitioners to develop her service. This helps to meet the ongoing changing needs of children and their families.
- The childminder provides a good variety of experiences through outings. This helps to enhance children's understanding of the world around them. For example, children visit castles, parks and zoos and explore local nature areas, which enrich their learning experiences.
- The childminder has a good understanding of how to support each child's development through all areas of learning. Children develop an understanding of the world around them through small-world play and construction, linking their play with real-life experiences.
- The childminder has plentiful resources around the setting to promote mathematical development, such as numerals displayed in the garden and baskets of socks for matching. However, the childminder does not always use counting or simple mathematical language to help support younger children's understanding of mathematical concepts.
- The childminder supports children's understanding of respect for other children's space and play. She helps them to understand how to play alongside others in harmony. The childminder helps children to recognise when others need their own space and when to invite others into their play.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has up-to-date knowledge of how to keep children safe. She clearly understands the process she must follow if she has concerns about a child's welfare, and who to report those concerns to. She has attended additional training to provide her with the skills she needs to act upon any concerns. She introduces new safety measures, in line with guidelines, to keep children safe during the COVID-19 pandemic. She provides a safe and secure environment for children's play. Children learn how to keep themselves safe as they participate in everyday routine situations. The childminder provides clear explanations. For example, when children use scooters in the garden, she explains to them where it is safe to ride them.

What does the setting need to do to improve?

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

- use more effective questioning to help develop children's confidence to talk about their play and learning experiences
- use everyday routines, play experiences and resources to enhance younger children's understanding of numbers and mathematical vocabulary.

Setting details

Unique reference number	2496802
Local authority	Kent
Inspection number	10191339
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 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018 and lives in Maidstone, Kent. She operates Monday to Friday, all year round, apart from public holidays and family holidays. The childminder has an appropriate level 3 childcare qualification. The childminder provides funded places for three- and four-year-old children.

Information about this inspection

Inspector

Claire Parnell

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 (coronavirus) 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 inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the interactions between the childminder and the children.
- The inspector spoke to the children to find out about their time with the childminder.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation.

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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