

Childminder report

Inspection date: 12 July 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
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 feel happy, safe and secure in the care of the childminder. They form good attachments with her and the other children in her care. These positive attachments, and the calming environment in which she provides meaningful activities and opportunities, mean children are making good progress in all areas of their learning and development.

Children's behaviour is exemplary. There is minimal intervention needed by the childminder due to the values and expectations that she instils from day one. Children play harmoniously together and can explain their feelings. They show great confidence to explain when they do not like the actions of another child. This helps children to feel listened to and respected. Children freely use 'please' and 'thank you' in the correct context to extend their thanks to others for sharing or helping them achieve something.

The very well-resourced environment allows children to make choices about what they would like to play with. The garden provides a vast range of resources to help children develop their physical skills and take risks. For example, children enjoy riding the bicycles and climbing the ladder to the slide, sharing excitement about their physical achievements with the other children.

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

- Children benefit from a stimulating range of adult-led activities which focus on topics such as learning to be healthy and making the right choices around food. Children are able to show great levels of concentration and persevere at activities even when they face challenges. However, at times, adult-led activities are lengthy, and some children do not fully benefit from the intended learning intentions.
- The childminder understands how children learn and what they need in order to progress to their next stage of development. She revisits learning to ensure that children have learned from the experiences that she offers. She asks relevant questions to extend children's thinking skills and past knowledge before moving on.
- Books are used in the environment to extend children's vocabulary. The childminder uses questioning and introduces language to the children's play. For example, when reading the book 'Kitchen Disco', the children were introduced to a range of language such as the bananas doing 'somersaults'.
- The childminder shares information effectively with parents and carers. This enables her to plan a curriculum which provides children with what they need to learn next, as well as encouraging a love of learning to continue at home.
- Children are knowledgeable about the wider world and people's differences. For

instance, they understand why a person may use a wheelchair. They confidently explain that a wheelchair helps people who cannot walk. The childminder ensures that children are learning about others through topics relating to other faiths, cultures and religions.

- Children are very independent with their self-care needs. For instance, they use their potties and the toilet independently and know that they need to wash their hands after because of germs. This independence follows through to other aspects of the day as children tidy up after they have finished playing, and put their shoes and hats on ready for outside play.
- The childminder ensures that she keeps her knowledge up to date. She accesses courses that will enable her to extend her offer to the children and parents. For example, she is knowledgeable about supporting children with special educational needs and/or disabilities and where she can go if children or parents need extra support.
- Mathematics is encouraged at every opportunity. For example, when children were sorting foods into fruits and vegetables, she also incorporated numbers and counting as the children counted how many they had in each pile. This then encouraged the children to count other items. For example, when reading the story 'Kitchen Disco' they counted the pieces of fruit in the bowl.
- The childminder understands the effect that the COVID-19 pandemic has had on children's confidence in being around unfamiliar adults and children. She ensures that she plans opportunities for children to explore the local environment. For example, children enjoy visiting the local parks and woodlands, and meet up with other local childminders and their children so they can interact and play with others.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of how to keep the children in her care safe. She has completed relevant online learning which ensures that she is kept up to date with the latest risks to children and her role in protecting them from harm. She has a confident understanding of how children may present if being subjected to abuse, and understands risks to children, such as radicalisation and extremism. The childminder has a thorough understanding of the local area and the risks to children. For example, as a result of the lockdowns she has placed an emphasis on teaching children about risks online and using the internet. She ensures that her environment is safe and suitable for children through daily risk assessments.

What does the setting need to do to improve?

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

- review planned activities to ensure children's individual age and stage of development are supported more effectively.

Setting details

Unique reference number	2544438
Local authority	Kent
Inspection number	10232003
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	4
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Higham, near Rochester, Kent. She holds a full and relevant level 3 qualification. She offers care Monday to Friday, from 7am to 6pm, for most of the year.

Information about this inspection

Inspector
Kelly Southern

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 her evaluation of the setting.
- The inspector spoke to the childminder and children at various points throughout the visit.
- The inspector held a discussion with the childminder to understand how the early years provision and curriculum are organised.
- The inspector observed the childminder to assess the quality of education.
- The inspector viewed the provision and discussed the safety and suitability of the premises.

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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