

Childminder report

Inspection date: 9 November 2022

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 confident. They have developed strong bonds with the childminder since attending the setting. Children seek her out on regular occasions to ask questions and engage in conversations. For example, children enjoy talking about how things work. As a result of the childminder's calming and fun nature, children are settled and secure.

Children behave well. The childminder has high expectations for children, giving them praise when they achieve small steps. For example, helping and being kind to their friends. This helps to promote positive behaviour. Older children act as good role models, as they remind the youngest children to take off their coats after playing in the garden. This shows children have developed friendships and positive relationships with others.

Children thoroughly enjoy listening to stories, such as 'Room on the Broom'. The childminder reads with enthusiasm, bringing the story to life as she uses a variety of voices to reflect the different characters. For example, she uses a deep, croaky voice as she imitates the frog. This grasps children's interest, extending their concentration skills and develops their imagination. She asks children questions about what might happen next and pauses, allowing them to fill the gaps in the story. This encourages children's recall and supports them in developing a love for reading.

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

- The childminder has a detailed knowledge of the seven areas of learning. She is very knowledgeable and enjoys creating exciting activities to support children's learning across all seven areas. This provides children with fun opportunities and experiences to make progress in their learning.
- The childminder provides children with opportunities to be creative. They become engrossed in creating a 'firework picture', using toilet roll and different coloured paint. Children learn how to manipulate the toilet roll by using scissors to cut it. They enjoy making marks on the paper. This supports children to develop their early writing skills. However, the childminder does not fully consider how to make this activity more accessible to the youngest children to support their creativity and mark making.
- The childminder supports children with their expectations of what is happening now and what will happen next. Children display a clear understanding of their routine, as they wash their hands and sit at the table ready for lunch time. However, children spend a long time waiting for their lunch to be served, meaning that they are not engaged in purposeful learning during this time.
- The childminder strongly promotes children's independence. Children show high

levels of confidence and perseverance as they try to complete tasks for themselves. For example, children operate the water dispenser by themselves as they fill up their cup at mealtimes. This allows children to develop their self-esteem and gives them a sense of responsibility.

- Parents feel well informed about activities and tasks their children engage in throughout the day. They also comment on the level of progress their children have made, especially with understanding feelings and emotions. This shows how the childminder works closely with parents to support children's learning and progress.
- The childminder is passionate about supporting children with special educational needs and/or disabilities. She uses online training effectively to enhance her knowledge and understanding. The childminder knows to contact external agencies to seek further support or make a referral if required.
- The childminder encourages children to be physically active. Children have opportunities to move freely between the indoor and outdoor space. They enjoy stretching, balancing and crawling, as they play on the climbing equipment. The childminder also takes children on outings around the local area, such as the park and the beach. This supports children to develop their strength and coordination and increases their awareness of the local community.
- The childminder is reflective and evaluative. She communicates with her co-childminder and assistants regularly to review and develop their practice, making changes when needed. The childminder recognises her strengths, and enjoys sharing her ideas to provide exciting experiences for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has up-to-date safeguarding knowledge. She completes safeguarding training regularly to ensure knowledge is secure. She understands her duty to keep children safe and knows the potential signs and symptoms of abuse. This includes physical, sexual, emotional and neglect. The childminder understands the importance of keeping children safe while on outings and completes visual risk assessments upon arriving at a location. The childminder knows the correct procedures to take if she is concerned about children's welfare. She also has procedures in place if an allegation is made about her assistants, co-childminder or the co-childminder's family members.

What does the setting need to do to improve?

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

- strengthen adult-led activities to provide the same opportunities for the youngest children to engage in learning
- enhance the organisation of routine activities to ensure that every opportunity is

used purposefully, engaging children and reducing waiting times.

Setting details

Unique reference number	2584593
Local authority	Kent
Inspection number	10251092
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 3
Total number of places	12
Number of children on roll	17
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and is located in Sheerness, Kent. She is open from 7am to 6pm, Monday to Friday, all year round. She works with a co-childminder at her address, as well as two registered assistants. There are no more than three adults working with children at any one time. The childminder holds a relevant level 3 qualification and receives funding for the free provision of education for children aged two, three and four years.

Information about this inspection

Inspector

Jasmine Nelson

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 provider and has taken that into account in their evaluation of the setting.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder spoke to the inspector about children's learning and development with a particular focus on independence.
- The inspector observed the interactions between the childminder and children.
- The childminder provided the inspector with a sample of key documentation on request.
- Children spoke to the inspector during the inspection.
- Parents shared their views of the setting with the inspector.
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact that this was having on 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.

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