

Childminder report

Inspection date: 11 October 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Not applicable
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What is it like to attend this early years setting?

The provision is good

Children are very settled as they confidently explore their surroundings. They are happy and have clearly developed close bonds with the childminder, who knows the children extremely well. This creates a calm atmosphere which allows children to feel safe and secure within their environment. Children have fun as they play. They are encouraged to make their own choices and can access resources freely. This allows them to follow their interests.

Children enjoy lining up the cars and show an interest in mathematic concepts as they talk about the different sizes of cars, such as 'big' and 'small'. Children are also supported in counting as they create a variety of bridges and tunnels for the cars to go over and under. This shows how their learning and development is actively promoted through child-led play. Children behave very well and display high levels of respect for one another at a young age. This is because the childminder has consistently high expectations for all children. As a result, children have a good understanding of boundaries and their routine. For example, they enjoy helping to tidy away their toys throughout the day. This secure routine helps children to embed their learning.

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

- The childminder knows the children extremely well. This allows her to meet each child's individual needs by creating age-appropriate activities across the seven areas of learning. The childminder recognises the different stages of children's learning and adapts her teaching to suit this. She is also confident in extending their interests. As a result of this, children make consistent progress in their development.
- The childminder creates activities that are new and inviting to children. Children are eager to join in as a group but are also happy exploring independently. For example, children are fascinated by taking turns to explore the frozen sensory bags. This opportunity creates positive experiences for children to develop their confidence as well as their friendships. Children have positive attitudes towards their learning.
- The childminder understands the importance of communication and language. She consistently repeats words and phrases to children in order to support their pronunciation. She uses open-ended questions to encourage children to embed their knowledge and understanding, as well as their language skills. For example, she encourages them to describe how things feel. However, sometimes, children are not given sufficient time to think about and respond to her questions. Therefore, this limits children's opportunities to recall experiences and practise their developing language.
- The childminder provides a range of opportunities for children to develop their

physical skills. Children develop their fine motor skills as they use pens to make marks. Children also enjoy exploring the outdoor space and developing their physical strength and coordination. For example, they have fun as they confidently ride the scooters. This helps to teach children about the importance of exercise.

- The childminder supports children's understanding of the wider world. They go on regular outings within the local area, including the park and library. Children enjoy collecting crunchy leaves and conkers as they learn about the autumn season. This teaches them about weather changes and the natural world.
- Partnerships with parents are very good. Parents report on the level of progress children make within their development since attending the setting. They feel well informed about their child's daily activities, including sleeps, meals and nappy changes. This shows communication between the childminder and parents is effective.
- The childminder knows how to identify any potential gaps in children's learning. She recognises the importance of early intervention and actively receives support from external agencies for children with special educational needs and/or disabilities (SEND). For example, she meets regularly with professionals to support a deaf child. The childminder uses sign language consistently to support this child's communication. This shows the setting is inclusive and highlights the childminder's dedication in providing better opportunities for all children.
- The childminder is reflective of her practice. She can confidently identify her own strengths and is passionate about enhancing her knowledge of SEND. This shows her willingness to make continuous improvements within her professional development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has good, up-to-date safeguarding knowledge and paediatric first aid. She can confidently recognise the potential signs and symptoms of abuse as well as other safeguarding issues, such as the 'Prevent' duty. She understands her legal duty to keep children safe and ensures her environment is secure. The childminder knows the appropriate steps to take if she is concerned about a child. She ensures she knows who is responsible for collecting children and has effective systems in place. Children are closely supervised while in the childminder's care.

What does the setting need to do to improve?

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

- strengthen the use of effective questioning skills to ensure children are given more time to think and respond.

Setting details

Unique reference number	2584975
Local authority	Kent
Inspection number	10251098
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	0 to 3
Total number of places	4
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Sittingbourne, Kent. She offers care on Monday to Thursday from 7am to 6pm, and on Friday from 7am to 3.30pm, throughout the year. The childminder has a relevant early years qualification. She is in receipt of funding to provide free early education for children aged 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 childminder.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children communicated with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- Parents and grandparents 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.

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