

Childminder report

Inspection date: 25 May 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 children are very happy at the childminder's home and have built secure relationships with her. They demonstrate that they feel safe and cared for. The childminder knows each child well. She uses this information to plan a well-sequenced and challenging curriculum for all the children's ages. Younger children pull at tape stuck to a tray to build their grasp and pincer grip. Older children experiment with pipettes and syringes to suck up water and paint. This strengthens their hands and fingers and helps them prepare for their early writing. All children are making good progress against their starting points. Children are very friendly and well-behaved. They set the table for lunch and clear away their own things.

Children are confident in exploring the garden cabin. It is full of opportunities for children to learn. The childminder plans activities that follow the children's interests. This demonstrates that she values their opinion. For example, children choose to build a farm with animals. The childminder expands on this interest by taking the children to a local farm. This supports their growing vocabulary as they talk about what they have played with and seen in books. These experiences excite children. They eagerly recall the adventures that they have been on with the childminder.

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

- The childminder spends time with parents, getting to know the children before they start. This means that from their first day, she knows their routines and how to support them emotionally. Parents receive daily updates and photos. They feed back that they are happy with the care provided. Children settle quickly and form good attachments with the childminder.
- Children like to spend time in their local community. They go to local parks and toddler groups. Children meet up with other childminders and their children, so they learn how to make friends. This supports their personal, social and emotional development.
- Children are confident to tell the childminder what they would like to do. They ask to go to the beach so that they can throw stones into the sea and use sticks to draw and write in the sand. Children are engaged in their learning and concentrate for long periods of time.
- Children are learning about the different cultures and customs of their friends. They celebrate Loy Krathong, the Thai festival of light, by making flower boats and floating them in the sea. This develops children's understanding of other cultures and prepares them for life in modern Britain.
- The childminder responds to the children's interests. When they ask to do an experiment, the childminder sets up a paint-mixing activity. Children mix paint and discuss the colours they are making. They add the paint to cotton-wool balls

to make paint splats. This builds their curiosity and critical-thinking skills.

- Children read books to explore their feelings and make representations of how they feel using clay. They talk about when they are sad and happy. They practise breathing deeply and slowly to feel calm. This supports children to be able to understand their feelings and self-regulate.
- The childminder provides a narrative for children as they play. This exposes them to a wide range of language. However, sometimes, the childminder asks too many questions or does not give children time to respond. This does not always support children to practise new words that they have heard.
- Children are caring towards each other. Older children show younger children how to tap on a saucepan to make a noise. When the younger children copy them, they clap and offer encouragement. Older children are positive role models for younger children.
- Children are learning patience and to take turns. When painting, the childminder only provides one cup of water so that children have to share. She praises their efforts. This helps to prepare children for school.
- Children tidy up after themselves. However, sometimes, the childminder is too quick to intervene rather than letting children do things for themselves. For example, she cleans their hands with wipes rather than encouraging them to wash them in the sink. This does not always support their growing independence.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of her responsibility to safeguard children. The home, cabin and garden are safe for children. Robust risk assessments are in place when the children are on outings. This means that children can safely explore their local community. The childminder has undertaken a range of safeguarding courses, including female genital mutilation, county lines and radicalisation. This means that she knows the signs and symptoms of abuse and how to record and report concerns. All adults in the home hold enhanced DBS checks. The childminder holds a full paediatric first-aid qualification.

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 provide children with the time to respond and help them build on their speaking skills
- extend opportunities for children to develop their self-care skills to help increase their independence.

Setting details

Unique reference number	2601185
Local authority	Kent
Inspection number	10251579
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 10
Total number of places	5
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives on the Isle of Sheppey, Kent. She operates all year round, from 8am to 6pm, Monday to Friday. The childminder holds a relevant early years degree.

Information about this inspection

Inspector

Jennie Winchcombe

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 provider.
- The childminder showed the inspector the premises and discussed how she ensures it is safe and suitable.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- 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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