

Childminder report

Inspection date: 25 October 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 of all ages are settled and happy. They are independent and confident to choose their own play and complete their own tasks, including preparing snack. Children are eager to join in with the motivating activities that the childminder carefully plans for them. For example, children who are interested in a story about bears eating porridge, go on to make their own porridge. They retell the story with confidence. Even the youngest children have good opportunities to build on their interest of the bear story. For instance, they enjoy 'posting' bears into a 'post box'.

Children are polite and behave well. They know what is expected of them and maturely follow the rules and boundaries. Children are kind and caring, for instance helping each other to reach objects. Children gain good social skills and develop close friendships. For example, they share, take turns patiently and play together happily. Children learn about the importance of healthy lifestyles. They talk about healthy food choices at mealtimes. Children independently follow good hygiene routines, including washing their hands after they have wiped their nose. All children have good opportunities to develop their physical skills. For instance, they confidently climb and balance on challenging and age-appropriate equipment.

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

- The childminder gets to know individual children well. This supports her to plan activities that she knows they will enjoy. This helps children remain engaged in their learning and make good progress. The childminder and her assistants establish secure and trusting relationships with them. Children of all ages have a good sense of belonging and a positive level of well-being. For example, they are confident in the company of the childminder and assistants.
- Overall, the childminder has a good understanding of all areas of learning. For example, children have good opportunities to enjoy a wide range of reading materials. However, the childminder does not identify when children initiate mathematical language as they play. Therefore, she does not yet consistently build on children's interest of mathematics and develop their mathematical skills even further.
- The childminder supports children to develop good communication skills. For example, she consistently asks children thought-provoking questions and gives them time to think and then respond. She builds on children's range of vocabulary and provides them with language-enriched conversations. For example, when talking about bats, they talk about where they live, how they sleep and the fact that they are nocturnal animals.
- The childminder and assistants provide children with good opportunities to learn about other people outside of their own communities and experiences. This includes other cultures, countries and languages. For example, the childminder

talks to children about the traditions of Chinese New Year and Diwali. Children learn songs in other languages, such as Italian.

- The childminder establishes positive relationships with parents. She successfully keeps them fully involved and informed in their children's learning and achievements. She communicates with them daily and shares activity ideas with them. The childminder provides children with a good link between home and her setting. For example, children are excited to take it in turns to take home a toy bear named 'Edward'. They are eager to share what they have done with Edward with the childminder and their friends back at the setting.
- The childminder liaises with parents to ensure she knows about any information that has been shared with them by staff at the setting children also attend. However, she does not yet directly communicate with these staff to build a more effective partnership with them. Therefore, the childminder does not yet provide the highest level of consistency to the children's shared care and learning experiences.
- The childminder evaluates her practice effectively. She reflects daily on how well she has motivated children to learn. The childminder closely monitors the quality of care and teaching herself and her assistants provide children. For example, she regularly observes the assistants interact with children and shares any helpful feedback. They use their findings to support their future practice.
- The childminder and assistants ensure that they keep up to date and build on their already good skills. For example, they carry out independent reading and research to keep their knowledge up to date.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants have a good knowledge of safeguarding and child protection. This includes fully understanding what signs and symptoms may cause a concern with regard to all areas of abuse. The childminder and assistants know who to contact to seek advice and how to follow up and raise any potential concern. This includes knowing how to manage any allegations against themselves or each other. The childminder completes thorough risk assessments to cover all areas of practice, including ensuring good supervision of children when outdoors. Children learn how to keep themselves and others safe. For example, they know what is expected of them when crossing the road on trips and outings.

What does the setting need to do to improve?

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

- develop more effective partnerships with staff at other settings that children also attend
- build on children's interest in mathematics to support them to develop their

mathematical skills even further.

Setting details

Unique reference number	2605220
Local authority	Kent
Inspection number	10251673
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 10
Total number of places	12
Number of children on roll	14
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She is located in Maidstone, Kent. She cares for children from Monday to Friday, from 8am to 6pm, all year round. The childminder receives funding to provide free early education for children aged three years. The childminder works closely with two assistants, who both hold a relevant early years qualification at level 3.

Information about this inspection

Inspector

Kelly Hawkins

Inspection activities

- This was the first routine inspection the provider 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 inspector carried out a learning walk with the childminder. The inspector assessed the impact of the quality of interactions and the learning opportunities the childminder provides children.
- The inspector viewed the indoor and outdoor learning environments.
- Written documentation was reviewed. This included safeguarding and child protection policies and procedures.
- During the inspection, the inspector spoke to the childminder, her assistant and children at convenient times and considered their views.

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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