

Childminder report

Inspection date:

8 September 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	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy and appreciate the time they spend in the childminder's setting. They enjoy a curriculum that attends appropriately to their age and stage of development. The childminder works with an assistant with whom she collaborates to plan and deliver an exciting provision. When children first start with the childminder, she gathers information from parents about their likes and dislikes to enable her to follow their interests with things they enjoy. The childminder also gathers information about children's health and personal needs, such as any allergies or dietary requirements. This prepares her to support their care and health needs from the outset.

Children enjoy experiences that engage curiosity. For example, the childminder encourages children to grow fruits and vegetables in the garden to nurture and observe growth. They visit the local park and woods and enjoy learning about the natural environment. Children behave well because they have a wide range of experiences that maintain their focus and engagement. They are praised for their achievements and are encouraged to explore the emotions that they or others may be feeling. This helps them begin to understand how to regulate and manage their behaviour effectively.

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

- The childminder has a good understanding of each child's individual level of development. She bases her planning on the children's individual interests and how they like to learn. For example, she plans activities around recent stories enjoyed by children. To extend their vocabulary, the childminder provides real bowls and porridge to explore. This tailored approach helps to ensure all children make optimum progress in relation to their starting points.
- The childminder ensures that children are well supported to develop their communication and language skills. She engages them in meaningful conversations as they play. She responds well to young children's verbal and non-verbal communication. For instance, she models good conversational skills by speaking clearly and using lots of repetitive language.
- The children benefit from appropriate support to develop self-care skills, such as handwashing. However, some elements of the daily routine are not fully effective in supporting the childminder in her aim to promote children's independence. For example, when snacks are being prepared and served, children watch as she completes simple tasks that are within their capabilities.
- The childminder actively plays with children. For example, she joins in with children having races on their scooters. The childminder actively extends children's learning of early mathematical concepts associated with number and measure. She points out who has come first and who has gone 'further'. This

helps to embed understanding of how mathematics can be found in many real-life circumstances.

- The childminder encourages children to explore their own and other's cultures and backgrounds. She provides opportunities for children to share what is the same and different as well as extending their knowledge about other countries and languages. For example, she shares information books about musical instruments from around the world. She then provides activities where children can explore the instruments and the different sounds they make.
- The childminder prioritises children's safety and has a number of precautions in place to protect them. For example, she does not allow any child to access the internet at her home. However, she does not generally support children to fully understand why this rule is in place. Therefore, although children are safe in her care, they do not fully benefit from information to help them understand how to manage their own safety in the future.
- The childminder has good relationships with parents. She regularly shares detailed information with them about all aspects of children's care and progress. She gives them ideas of how they can support children's development, including seeking additional professional help if needed.
- The childminder has a good vision for her provision and evaluates this appropriately. She supports her assistant accordingly and together they reflect on the day's activities to look at ways they can enhance their practice. The childminder's assistant is well supported through regular meetings and discussions. She has opportunities to share her observations of children, so that the childminder can plan effectively.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a thorough understanding of safeguarding issues. They access a range of training each year, so that their safeguarding knowledge is up to date. The childminder understands the signs and symptoms that may indicate a child is being subjected to extreme views and behaviours. She knows who to report her concerns to. The childminder completes risk assessments of her home to ensure any risks are removed. She understands how to keep children safe on outings, supervising them and considering road safety procedures.

What does the setting need to do to improve?

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

- extend further the support for older children to develop skills that promote their independence
- provide more consistent support for children to understand why some precautions are in place, to help them develop confidence in making safe

choices in the future.

Setting details

Unique reference number	EY368154
Local authority	Kent
Inspection number	10228450
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 11
Total number of places	6
Number of children on roll	17
Date of previous inspection	11 November 2016

Information about this early years setting

The childminder registered in 2008. She lives in Barming, Kent. The childminder cares for children with her assistant, Monday to Friday, from 8am to 6pm, all year round. She receives funding to provide free early education for children aged two, three and four years. The childminder holds a relevant level 3 early years qualification.

Information about this inspection

Inspector

Kate Williams

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 viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector carried out an observation during snack time.
- 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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