

# Childminder report

---

Inspection date:

22 September 2022

|                              |             |
|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
|------------------------------|-------------|

---

The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous  
inspection

Good

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are settled, confident and happy. They are excited to join in with the motivating activities that the childminder carefully plans for them. For example, children enjoy exploring their senses. They go on to enjoy a dark den, explore shadow shapes and build towers with mirrored pebbles. Children have good opportunities to explore textures. They giggle in delight as they play peek a boo games with materials. Children enjoy being creative. For example, they explore paint using their hands and make marks in different ways. This includes painting with water and paint brushes outdoors. Children explore the natural world around them; for instance, they enjoy regular walks in the woodlands and planting activities.

Children behave well and listen to the childminder intently. All children have plenty of opportunities to develop their physical skills and learn to move in different ways. For instance, they enjoy moving to music and explore different equipment at regular trips to the park. Children have good opportunities to develop their social skills. For example, if they are minded alone the childminder takes them to toddler groups or arrange to meet with other childminders. This helps children develop confidence around larger groups and build friendships.

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

- The childminder gets to know children well. This includes their individual personalities, needs and abilities. She establishes secure and trusting relationships with children. They settle quickly with the childminder and have a good sense of belonging and positive levels of self-esteem. For example, children are keen to initiate cuddles with her and smile happily as they play together.
- The childminder establishes positive relationships with parents. She communicates with them daily and keeps them fully involved and informed in their children's learning and achievements. For example, she regularly shares photos and videos of their time at the setting. The childminder encourages parents to share what children enjoy doing at home. This helps the childminder provide children with good, consistent approach to their care and learning experiences.
- The childminder reviews her practice effectively. Each day she evaluates how much children have enjoyed their learning activities. The childminder liaises with other childminders to share ideas and uses her findings to support her future practice.
- The childminder has worked hard to ensure that the setting is hygienic and safe and has overall succeeded in doing this. However, she does not always ensure that all children consistently understand and follow hygiene rules, such as when

hand washing is beneficial.

- The childminder has a good understanding of all areas of learning. Children remain engaged and have a positive attitude towards their experiences. However, the childminder does not consistently ensure that children have opportunities and available resources to build on their interest of books and print.
- The childminder attends beneficial training and keeps her knowledge and skills up to date. For instance, she has recently learned about the different ways that she can support children to have positive mental health and manage their emotions.
- The childminder encourages children to develop good communication skills. She uses signing and provides running commentary of what they are doing. Children respond positively to the childminder and mirror sounds and words. They have good opportunities to widen their range of vocabulary.
- All children, including those who have special educational needs and/or disabilities (SEND), make good progress. The childminder liaises closely with outside agencies, such as physiotherapists. She implements helpful strategies and ideas. This includes planning exercises to develop children's core muscle strength. The childminder has completed additional training to develop her confidence and knowledge of the wide spectrum of SEND.
- The childminder supports children in learning about other people outside of their own communities and experiences. This includes different religious beliefs and cultures. For example, children make candles to learn about the traditions of Diwali.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure and confident knowledge understanding of safeguarding and child protection. This includes additional aspects, such as being able to recognise the signs and symptoms of any potential concerns. The childminder knows who to contact to seek advice and how to follow up and raise any concerns. The childminder keeps her knowledge up to date. For example, she completes regular safeguarding training. The childminder has thorough risk assessments in place, which includes minimising any risks of accidents and any effective management of any childhood illnesses. Children learn how to keep themselves safe. For example, they talk about water safety when they visit the beach.

## What does the setting need to do to improve?

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

- support children to fully understand the importance of consistently following

good hygiene routines

- extend the opportunities that children have to build on their interest of books and written print to support their developing early literacy skills further.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY398690                                                                          |
| <b>Local authority</b>                             | Kent                                                                              |
| <b>Inspection number</b>                           | 10074315                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 5                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 4                                                                                 |
| <b>Date of previous inspection</b>                 | 14 June 2016                                                                      |

## Information about this early years setting

The childminder registered in 2009. She is located in Minster On Sea, Sheerness in Kent. The childminder cares for children from Monday to Friday, from 7am to 6.30pm, all year around. She receives funding to provide free early education for children aged three years.

## Information about this inspection

### Inspector

Kelly Hawkins

### 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 inspector carried out a learning walk with the childminder. The inspector assessed the impact of the quality of interactions and the learning opportunities she 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 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022