

Childminder report

Inspection date: 2 July 2021

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 have fun with the childminder and her assistant. For example, they laugh with delight as they create bubbles and chase them outside in the fresh air. Children feel safe and secure in the childminder's warm and caring environment. The childminder checks her premises for hazards on a daily basis. She teaches children to recognise danger and learn how to minimise it. For example, she encourages children to look at mini-beasts but not to touch in case they sting.

Clear boundaries support children to understand and follow routines. For instance, children know that before snack they need to wash and dry their hands, using their own individual hand towels. They learn to share and take turns, for example when they throw and catch balls together.

The childminder constantly reflects on her practice. She is keen to build on her own knowledge through additional training. For example, the childminder has attended courses in play therapy and behaviour management. She reviews her resources to ensure they are suitable for the children she cares for.

The childminder has built strong partnerships with parents. Parents confirm that at the outset, they are involved in establishing starting points for their children. They value the daily conversations about their child's learning and development. Parents are confident that their children are safe and secure in the childminder's care.

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

- The childminder knows her children well and plans a suitable range of activities to enable them to make good progress from their starting points. For example, a child able to complete peg jigsaws was encouraged to match colours and shapes to complete more complex puzzles. Others applied their understanding of counting to their play in the garden, counting bubbles. Babies smile happily as they learn that pressing a button 'magically' makes a car move. The childminder encourages children to lead their own learning. For instance, they use mirrors to identify facial features and recreate these in their pictures. Children notice that there are no eyebrows and decide to make their own. They draw them on paper, cut them out and stick them onto their pictures.
- Overall, children make good progress in communication and language. The childminder and her assistant speak clearly, repeating words and phrases back to children to help support pronunciation. Sometimes, they do not give children enough time to process their thoughts and respond to questions to fully develop their critical thinking skills. Children experiencing delays in aspects of their learning are supported effectively. The childminder signposts parents to obtain help from external professionals. She seeks advice from colleagues to enable her

to provide targeted activities in her setting to help close the gaps.

- Children behave well. Adults gently remind children not to snatch from each other. Children play collaboratively together and successfully negotiate space. They are keen to share their experiences with others. For instance, they excitedly show the inspector the sunflowers and potatoes they have planted. Children are keen to water their plants. Adults encourage them to observe how the colour of the soil changes when it is wet. They are helped to understand that just as the plants need water to grow, so do they.
- The wide range of resources are easily accessed by children and this helps to support their independence. However, the childminder does not fully support children to gain higher levels of independence. For example, children are not always given opportunities to use simple tools such as safety knives.
- The childminder provides good support to her assistant in her professional development. For instance, she is supporting her assistant to gain a qualification in childcare. The childminder has frequent conversations with her to discuss her knowledge and skills.
- The childminder shares information with teachers to ease children's transfer to school. This will help to support a consistent approach to children's learning and care.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a comprehensive knowledge of the signs and symptoms that may indicate a child is at risk of harm. She has ensured that her assistant has completed an appropriate training course. Both adults know the procedures to follow and the people to contact should they have concerns about a child's safety or welfare, including the wider aspects of radicalisation. They are aware of their responsibilities in keeping children safe. The childminder uses thorough recruitment procedures, for example when she employed her assistant.

What does the setting need to do to improve?

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

- give children enough time to process their thoughts, to enable them to respond to questions and express their ideas
- fully support children to develop their independence.

Setting details

Unique reference number	EY558873
Local authority	Kent
Inspection number	10191015
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 9
Total number of places	6
Number of children on roll	12
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018 and lives in Tonbridge, Kent. She operates Monday to Friday from 7.30am to 6pm, all year round. The childminder holds a relevant early years qualification at level 3 and works with a registered assistant.

Information about this inspection

Inspector

Jill Thewlis

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder took the inspector on a learning walk of the parts of the premises she uses for childminding. Together, they discussed the learning intentions behind the activities provided.
- The inspector and the childminder completed a joint observation of children playing. They discussed the learning that took place and what children's next steps would be.
- The inspector reviewed documents relating to safeguarding, suitability and record-keeping.
- At suitable times, the inspector spoke to children, the childminder and her assistant. She spoke to parents by telephone and reviewed the recent questionnaires parents had completed.

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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