

# Childminder report

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Inspection date: 13 September 2021

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### **The provision is good**

Children feel safe and happy in this very calm and welcoming setting. They play cooperatively together, sharing and taking turns. They have fun, taking turns to pour water over the unicorn in the bath. Children have positive relationships with the childminder. She has clear expectations and boundaries in place to support children's good behaviour. For instance, when children squabble over a sheet of stickers, she helps them to negotiate how to share these fairly. Children learn to express how they feel. They recognise stickers with different facial expressions and identify the happy faces.

Children follow established routines, collecting their own plates and cups at meal times. The childminder supports children effectively to develop good social skills and manners. For instance, at the table, children listen respectfully to each other as they chat about their recent experiences. They independently choose their own toys and activities from the wide range available. Children develop their skills and knowledge well. The childminder observes children as they play and uses this information to plan interesting activities to engage children's curiosity. Children apply their learning to their play and activities. For instance, following a discussion about shades of colour, children observe that one plate is a lighter blue than the others.

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

- Overall, the childminder supports children's speech and language development effectively. She talks to them clearly and this helps children to pronounce words correctly. During a discussion about space, the childminder extended children's vocabulary, carefully explaining the meaning of new words, such as 'gravity'. At times, the childminder does not give children enough time to respond to her questions before she supplies an answer. This does not support children to think and use their own ideas.
- The partnership between the childminder and parents is strong. Parents describe the childminder as 'amazing'. They are highly complimentary about the care she provides for their children. Parents say they talk to the childminder about their child's interests, likes and dislikes when children start in the setting. They are regularly updated about their child's learning and progress and are happy with the communication the childminder provides.
- The childminder uses children's starting points to plan suitable activities to move learning forward. She monitors their progress and identifies where there are gaps in learning. Where necessary, the childminder seeks the advice of external professionals and follows their advice to address delays in children's knowledge and understanding.
- The childminder supports children's physical development well. She provides

many opportunities for children to explore the local countryside and to visit places of interest. The childminder noticed that following the COVID-19 (coronavirus) lockdown, children were not as physically strong. She has bought additional equipment, such as resources to support balancing skills, to help to improve children's core strength.

- Overall, the childminder provides children with a healthy diet. Occasionally, she does not build on children's understanding of how food affects your body, such as those that support dental health.
- The childminder is reflective about her practice and continually looks for ways to improve. For instance, she has undertaken a range of additional training courses to further develop her skills and knowledge. In addition, the childminder has bought new resources to ensure she is able to meet the needs of babies.
- Children are effectively prepared for school. They have many opportunities to strengthen their fingers to support early writing skills. For example, they use tweezers to collect small items to put in the 'soup'. Children demonstrate good concentration skills as they carefully cut round a shape they have drawn. Children can count and use this knowledge in their everyday activities. For example, they count how much cutlery is needed for everyone at lunchtime.
- The childminder has good links with schools and the other settings children attend. With parent's permission, she shares information about children's learning and care and this helps to support a consistent approach.
- Children know how to keep themselves safe. They use simple tools safely, such as scissors and cutlery. The childminder further supports children to understand how to keep safe. For example, she reminds them that when water is spilt, it needs to be wiped up so that nobody slips.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder has a thorough understanding of safeguarding matters and her responsibility to keep children safe. She can recognise the signs and symptoms that may indicate a child is at risk of danger, including the wider issues of extremism. The childminder knows the procedures to follow and the agencies she should inform, if she has concerns about a child's safety or welfare. She is aware of who she should tell if an allegation is made against her, or a member of her family. The childminder helps children to understand how to keep safe when using mobile phones or other devices.

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

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

- allow children more time to process their thoughts and make a response to questions, to help them think and use their ideas more

- build on children's understanding of how different foods affect your body, to help to further develop their understanding of healthy lifestyles.

## Setting details

<b>Unique reference number</b>	2494604
<b>Local authority</b>	Kent
<b>Inspection number</b>	10191417
<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>	0 to 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	14
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2018. She lives in Tonbridge, Kent and provides care Monday to Friday, from 7.30am to 6pm, term time only. The childminder receives funding to provide free early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Jill Thewlis

### Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the provider.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- At suitable times, the inspector spoke to children and their parents and took their views into consideration.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.

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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