

Childminder report

Inspection date: 6 October 2021

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 settled in the childminder's care. On arrival at the setting, they quickly start their play and eagerly become involved in activities. They have strong bonds with the childminder and enjoy plenty of cuddles and reassurance from her. This helps to make them feel safe and secure.

Children behave well and learn to be kind to others. They know the childminder's boundaries and house rules, such as tidying away toys before going outside. They demonstrate good social skills when they take turns and share resources. Children of different ages play happily alongside each other.

The childminder uses a range of ways to help children understand how to keep themselves healthy. Children have ample opportunity to play outdoors and develop their physical skills. For example, they confidently ride tricycles and climb the ladder to the slide. Children enjoy opportunities to learn about the natural world, such as walks in the woods to collect bugs or visits to the park. All children develop good skills in relation to their age. They enhance their independence and self-care skills, such as washing their hands before eating and when coming in from the garden.

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

- The childminder helps children to gain an understanding of significant celebrations in the lives of other children at the setting. This positively promotes respect for people who are different from themselves and helps children to gain awareness of diversity.
- Children extend their communication and language skills. The childminder introduces new words, such as 'track', 'wide' and 'narrow', during children's activities. She promotes children's speech and challenges their thinking by asking questions. However, occasionally, she does not give them enough time to respond to the questions. The childminder regularly shares books with children to enhance their early literacy skills and imagination. Children remember 'yellow' and 'red' as the childminder reads a story about a caterpillar.
- The childminder makes good use of opportunities to develop children's understanding and build on previous learning. She sequences the curriculum well to follow children's interests. For example, children who enjoy exploring and investigating spend long periods building a wooden train track. The activities that the childminder provides support learning across all areas. For example, children enjoy making patterns with toy car wheels on paper, which promotes their coordination, imagination and creative development.
- The childminder develops strong partnerships with parents. She has adapted her practice during the COVID-19 (coronavirus) pandemic to keep parents up to

date with their children's progress. She now uses electronic forms of communication, which parents report work well. The childminder works closely with parents to help decide what children need to learn next. Parents share information with her from home so she can build further on this at the setting. Parents report that the childminder is very approachable and friendly.

- The childminder evaluates her practice and environment well. She seeks the views of parents and uses the information gathered to make changes to her practice. For example, following feedback from parents, she sends books home with them to share with their children. This develops children's love of books and their concentration skills. However, she does not consider children's views on their activities to further enhance the quality of education.
- The childminder knows the children in her care well. She has effective systems to support children during times of change. For instance, there is a flexible settling-in process that positively promotes children's emotional well-being. The childminder role models good manners effectively. She gently reminds children to say 'please' and 'thank you'. This supports children's good behaviour. The childminder regularly praises and encourages children throughout the day, which successfully enhances their self-esteem and confidence.
- Children benefit from a safe and stimulating environment in which to learn and play. The childminder provides a wide range of resources, indoors and outside, that she rotates to keep children excited and motivated to learn. She uses a variety of ways to keep her knowledge and skills up to date, including completing online training and sharing ideas with other childminders.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of the signs and symptoms of abuse and the processes to follow should she have concerns regarding children's welfare. She has a secure understanding of local safeguarding partnership policies and procedures. The childminder knows the actions to take in the event of an allegation against herself or a member of her household. She has thorough measures, such as stair gates, in place to ensure children's safety. She completes risk assessments for outings and of her premises, to identify and minimise any potential hazards for children. For example, pets can only be handled under close adult supervision.

What does the setting need to do to improve?

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

- develop processes to seek and respond to children's views in everyday practice to further enhance children's learning experiences
- provide children with enough time to answer questions to develop their thinking skills even further.

Setting details

Unique reference number	EY462627
Local authority	Kent
Inspection number	10063835
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 4
Total number of places	4
Number of children on roll	4
Date of previous inspection	11 December 2015

Information about this early years setting

The childminder registered in 2013. She lives in Paddockwood, in Tonbridge, Kent. The childminder cares for children Monday to Friday, from 7.30am to 6.30pm, throughout the year. She holds a relevant level 3 early years qualification.

Information about this inspection

Inspector

Michaela Borland

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 their evaluation of the provider.
- The inspector observed the curriculum provided by the childminder and assessed the impact this has on children's learning and development.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector spoke to parents, read their written feedback and took account of their views.
- The inspector held discussions with the childminder. She reviewed a sample of documents and evidence of the suitability of persons living in the household.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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