

Childminder report

Inspection date: 13 May 2022

Overall effectiveness	Good
------------------------------	-------------

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 form strong attachments to the nurturing childminder, which helps them to feel happy and safe in her care. Babies look towards the childminder when they hear her voice and instantly smile. They learn using all of their senses. For example, they focus intently on watching the beads in a rain shaker go down the tube as they listen to the soothing sound it makes. Children develop their physical skills well. Babies reach out and grab stimulating toys to explore. They lie on the floor, kicking their legs as they try to move themselves around the playmat to touch toys that are out of reach. Older children access a large outdoor space with slides and ride-on toys that help them build their gross motor muscles.

Children make good progress in all areas of their learning when they participate in skilfully planned activities to support their individual learning needs. Children love listening to music. They smile with delight as they listen to the childminder sing familiar nursery rhymes, such as 'Heads, Shoulders, Knees and Toes'. The childminder points to their different body parts as she sings. Babies frequently babble and squeal with excitement. The childminder listens to them and praises them for talking. She interacts with babies to create a conversation, which helps to promote early communication and language skills.

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

- The childminder helps children to develop a love of reading. She creates story packs that include books and props, such as puppets. She encourages children to choose their favourite story pack to take home and read with their parents.
- The childminder plans a range of stimulating activities for children to access. She builds on what children already know and can do. For example, she provides wooden boards with locks and catches on to help children work on their fine motor skills. The childminder regularly assesses children's learning to identify any gaps in their knowledge.
- The childminder is very caring and responds sensitively to the needs of the young children she cares for. Care practices help to support children's well-being and physical health. For example, when the childminder changes babies' nappies, she talks sensitively to the babies and handles them with care. She holds babies close to her as she feeds them their bottles, which helps them to build close attachments.
- Parents report they are very happy with the care provided by the childminder. They say that their children 'light up' when they see her. The childminder shares photos of what the children have enjoyed. However, sharing even more information with parents about children's levels of development and how to support them at home will help strengthen parent partnerships even further.
- The childminder has a good knowledge of child development and is passionate

about her role working with children. She forms strong links with other childminders and early years settings that the children attend. She reviews her own provision and develops it by purchasing new resources. However, she does not focus on professional development opportunities as well as she could, to help further extend her teaching skills.

- The childminder promotes diversity well. She teaches children about the differences and similarities between themselves and others. The childminder teaches children about festivals that are relevant to the children who attend. She provides resources that reflect a diverse community, such as small-world figures and books.
- The childminder builds on children's previous experiences to broaden their understanding of the world. For example, she takes children on trips on the bus. They visit the library and local parks. These experiences give children further opportunities to develop their social skills.
- The childminder has a good understanding of how to support children with special educational needs and/or disabilities. She is confident to adapt her practice and provision to ensure she is inclusive. The childminder is meticulous in ensuring the safety and well-being of children in her care. She supervises and monitors all children closely to ensure their needs are met.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is confident in her knowledge of child protection issues and is fully aware of her responsibilities to keep children safe. She understands the local processes to follow to raise a concern about a child. The childminder updates her training regularly to keep her knowledge fresh and relevant. She maintains the environment well and ensures it is clean and hygienic. The childminder has procedures in place to keep children safe on outings. For example, children wear high-visibility bands and the childminder reminds them to stop and wait at certain points.

What does the setting need to do to improve?

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

- focus professional development more precisely on developing teaching skills to an even higher level
- share even more information with parents about children's progress to support children's continued learning at home.

Setting details

Unique reference number	EY298611
Local authority	Kent
Inspection number	10228381
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 11
Total number of places	6
Number of children on roll	23
Date of previous inspection	16 November 2016

Information about this early years setting

The childminder registered in 2005. She lives in Tunbridge Wells, Kent. The childminder works five days a week, from 7.30am to 6pm, throughout the year. The childminder receives funding to provide free early education for children aged three and four years.

Information about this inspection

Inspector

Jade Orosz

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 childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- 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.
- The childminder provided the inspector with a sample of key documents 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.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2022