

Childminder report

Inspection date: 4 August 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 are happy, settled and confident in the welcoming environment. They are independent and confidently choose their own play. Children are eager to join in with the motivating activities that the childminder carefully plans for them. For example, they are intrigued by a fish monger's shop. They go on to make fish art and learn the names of different parts of a fish, such as 'fins' and 'scales'. Children are excited to build on their interest even further as they visit the sea life centre and widen their knowledge about other animals that live in water. Children learn about the natural world around them. They are keen to watch their caterpillars turn into cocoons and go on to flourish into butterflies. Children excitedly tell the childminder what happens when it is sunny and raining at the same time, saying: 'That is how a rainbow is made.'

Children are polite and behave well. They take turns, share and are kind and caring. Children learn about the importance of healthy lifestyles. They talk about healthy foods at mealtimes and follow the good handwashing practices independently. Children have good opportunities to develop their physical skills. For instance, they confidently use challenging climbing and balancing equipment during regular trips to the park. Children explore moving in different ways. They crawl through tunnels and balance and ride on scooters. Children learn how to keep themselves safe. For example, during regular visits to the beach, they talk about how to remain safe around water.

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

- The childminder gets to know children well and learns about what makes them unique. She fully understands their likes and dislikes. This helps the childminder to plan activities and experiences that she knows they will enjoy. Children remain engaged in their learning opportunities and this supports them to make good progress.
- The childminder establishes secure and trusting relationships with children. They have a good sense of belonging and positive levels of well-being and self-esteem. Children thoroughly enjoy the company of the childminder and are excited to play games with her. Children have a positive attitude towards their learning and take their time with tasks, taking pride in their achievements. For example, they persist with a puzzle with patience until it is completed.
- The childminder has a good understanding of all areas of learning and how she successfully implements her curriculum. She has been proactive in improving and building on her confidence and knowledge even further. For instance, she has recently attended training where she learned about the different ways that children learn and develop. As a result, this has made her think about how she supports children. This includes allowing them to use resources and equipment

in their own way and to explore and express themselves through play.

- Overall, the childminder makes a good effort to ensure her practice is diverse and inclusive. However, she does not yet consistently provide children with more extensive opportunities to learn about other people's similarities and differences outside of their own communities and experiences. For instance, the childminder is more confident to teach children about festivals and religious traditions that she is more familiar with.
- The childminder evaluates her practice effectively. At the end of each day, she reflects on how well she has engaged children in their learning experiences. The childminder talks to the children and parents and includes their views and suggestions into the activity plans. This helps them to feel valued and listened to. On occasion, the childminder meets up with another childminder. They observe each other interacting with children and share any constructive and helpful advice. The childminder uses all her findings to support her future practice.
- Overall, children are confident to communicate their ideas and thoughts. They speak fluently and have a wide range of vocabulary. Children share their memories and news with confidence as they talk about their morning at home. The childminder asks good, thought-provoking questions. However, she does not consistently provide children with enough time to think and then respond to these questions. On occasion, she is too eager to quickly intervene and answer the questions for them. This does not fully support their language and thinking skills.
- The childminder establishes positive relationships with parents. She communicates with them daily and keeps them fully involved and informed of their children's achievements. The childminder routinely shares photos of the children's day and what they have enjoyed participating in.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of safeguarding and child protection. This includes knowing what signs to be vigilant for regarding all areas of abuse. She knows who to contact to seek advice and how to raise and follow up any potential concerns. This includes how to manage any complaints made against herself. On occasion, she meets up with another registered childminder and fully understands the requirements. This includes ensuring she is responsible for her own minded children and remaining in ratio at all times. The childminder completes thorough risk assessments to help minimise any potential hazards. She understands how to manage any minor accidents and injuries effectively and swiftly.

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 build on their developing communication skills and give them time to think and then respond to the questions that they are being asked
- extend children's knowledge and understanding of other people's similarities and differences outside of their own communities and experiences even further.

Setting details

Unique reference number	125726
Local authority	Kent
Inspection number	10228216
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	2 to 9
Total number of places	6
Number of children on roll	6
Date of previous inspection	4 November 2016

Information about this early years setting

The childminder registered in 1992. She is located in Tunbridge Wells, Kent. The childminder cares for children from Monday to Friday, from 7am to 6pm, all year around.

Information about this inspection

Inspector

Kelly Hawkins

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 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 for 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.

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