

Childminder report

Inspection date:

27 September 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 feel fully at home in the childminder's care. They readily engage in their chosen play and enjoy the childminder's company. They accept her calm guidance. The childminder actively gives children clear choices about what they want to do. Children excitedly join in with creative activities and readily tidy away toys to make space for the next activity. They learn about the seasons, such as what happens to the leaves on the trees during autumn. Children are fully aware of colours and are able to identify these readily, including silver and gold.

Children are independent. Over time they learn skills that aid them to do things for themselves. For example, when asked to find their shoes for outdoor play, children do so and talk through how to put them on. This shows how the childminder has taught this skill and, through persistence, children have learned the skill needed. Children develop a secure awareness of how to manage their own behaviour and the impact of their actions on others. The childminder is very skilled at helping children learn to negotiate with each other. For example, she asked them how they could share the ride-on bikes, and they made an agreement as to how to do this.

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

- The childminder gathers information from parents from the start by working with them to assess children's starting points. She uses this information to plan for children's interests and specific needs. She is very knowledgeable about children's individual developmental stages and the plan for each child's next steps.
- The childminder has a secure understanding of how she plans her curriculum based upon children's individual learning needs and styles. She recognises that all children learn at different rates and in different ways. She knows how to support children's learning effectively and how to close any gaps in development promptly.
- Children understand the routines and are respectful of the childminder's gentle house rules. They demonstrate the good manners that the childminder teaches and encourages. For example, without prompting, children ask if they can leave the table after eating, and they kindly agree to let another child sit on a chair that they had both chosen.
- The childminder readily asks questions of children during their play and learning. However, she occasionally steps in too swiftly, giving them the answers. This does not enhance children's awareness of the flow of conversations and build on their speaking skills.
- Children develop a keen interest in stories. The childminder encourages children to take an active role in reading the books, and they use props to bring the stories to life. She uses different tones and voices for the characters, keeping

children's interest to the end of the story.

- Children explore feelings and how they make them, and others, feel. For example, they read books specifically about this topic and talk about what makes them cross, scared and happy. The childminder skilfully links this to each child, asking them to talk about things that make them have different feelings.
- The childminder makes effective use of daily routines to help children understand about similarities and difference and about acceptance of others. For example, they share information about their family make-up and celebrate these differences as what makes them unique.
- The childminder builds effective partnerships with parents from the outset. She provides parents with daily feedback and with reports on their children's developmental stages and what she will be helping them to learn next. Parents comment that she is the 'most perfect childminder' and how their children 'never want to come home'.
- The childminder actively reviews her practice and seeks and welcomes support from other professionals. This helps her to continually evaluate and update her knowledge and make consistent improvements to her provision.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a fully secure knowledge of her role in safeguarding children. She fully understands how to refer any child protection concerns to the correct agencies and professionals. The childminder has a good awareness of aspects of safeguarding, including those within her immediate community. She has a clear knowledge of different cultural practices and how to identify aspects of concern. Children learn to take risks in safe surroundings and to do things for themselves. For example, they understand why they must carry their ride-on toys up and down the garden steps, instead of riding on them. This strengthens their awareness of their personal safety and that of others.

What does the setting need to do to improve?

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

- give children time to respond to questions, to further support their speaking skills and their awareness of the flow of conversations.

Setting details

Unique reference number	EY469445
Local authority	Kent
Inspection number	10228851
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 3
Total number of places	6
Number of children on roll	7
Date of previous inspection	16 February 2017

Information about this early years setting

The childminder registered in 2013 and lives in Ashford, Kent. She offers all-day care, Monday to Thursday, throughout the year. The childminder receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Helen Penticost

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 spoke to the inspector about her intentions for children's learning.
- Children interacted with the inspector throughout the inspection.
- The inspector took account of parents' views through discussions and written feedback.
- The inspector observed the quality of education being provided and assessed the impact of this 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.

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