

Childminder report

Inspection date:

29 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

Not applicable

What is it like to attend this early years setting?

The provision is good

Children are very happy and settled in the care of the childminder and her assistant. They benefit from a focused curriculum, which precisely meets their needs, and enjoy exciting activities based on their interests. Children generally focus well on what they are learning for increased periods. For example, children show an interest in water play and practise their accurate pouring skills. They excitedly transfer water from one container to another, and carefully pick small objects from the water using their finger and thumb. Children have good opportunities to practise their fine motor skills.

Children form close bonds and are well cared for by the nurturing childminder and caring assistant. They are comfortable and secure in the home-from-home environment. Children are learning good manners, turn taking and sharing. They are confident to express what they want and how they are feeling. They cuddle with the childminder when they feel tired and enjoy looking at books together. Children demonstrate their understanding of the clear rules and expectations the childminder and assistant have for them. For instance, they tidy up their coats and wellington boots and place them away in the box when they have finished playing outside. Children know where things belong and take pride in helping with day-to-day routines, such as clearing their plate after snack.

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

- Children develop a love of books and stories. They thoroughly enjoy looking at books independently and with the childminder. Children turn the pages for themselves and are keen to talk about what they can see. The childminder reads stories with enthusiasm and engages children to listen and remember what has happened.
- The childminder and assistant interact positively with children and lead activities that engage children through their interests. They know children well and use this knowledge to support them in planning for their next steps in learning. However, they do not consistently extend children's ideas through their play, or build on what children are showing they know and can do.
- Children develop their independence and personal care skills well. They are keen to 'have a go' at tasks, such as peeling and cutting their own fruit during snack and lunch times. Children respond positively to the continual praise and encouragement from the childminder, which helps raise their self-esteem.
- The childminder and assistant support children's early communication skills well. They clearly emphasise key words within their interactions, introduce new vocabulary, and model the correct pronunciation of words. This helps to support children's understanding and speaking skills.
- Children have good opportunities to develop their literacy skills and practise

mark making in a range of ways. For example, children like to use tablets to create shopping lists within their play. Outside, they access clipboards and a range of tools to make marks. This helps to develop children's emerging literacy skills, particularly in learning that print carries meaning.

- The childminder has developed trusted relationships with parents. She communicates with them on a daily basis about their children's day, learning and development. Parents value the advice and support the childminder gives them to support their children's learning at home. They feel that their children have made good progress with the childminder to become confident, independent and sociable.
- Children develop a good understanding of diversity beyond their immediate family. For example, the childminder ensures the environment includes positive cultural images, books and role-play resources to explore.
- The childminder is completely dedicated and passionate towards her role and responsibilities. Together, the childminder and her assistant review their activities, resources and their practice regularly. They check that they are offering children a variety of opportunities and activities, and gather the views of parents to help improve their practice. The childminder ensures that statutory training is updated, such as first aid and safeguarding. They both commit to regular training to help them enhance opportunities for children even further.
- Children have plenty of opportunities for fresh air and exercise in the childminder's spacious garden. They make good progress in their physical development. Children enjoy trips to the local park and the childminder provides challenges to help develop their balance and coordination skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a firm understanding of the various types of abuse children might be at risk from. They know what to do to report any concerns she may have about children's welfare. The childminder ensures that both her own and her assistant's knowledge of local safeguarding procedures is always up to date. They are aware of the procedures to follow if an allegation is made against any adults living or working on the premises. The childminder has robust risk assessment in place to minimise hazards. She teaches children how to keep themselves safe. For instance, she talks to children and makes them aware of signs showing that climbing equipment cannot be used safely when it is wet.

What does the setting need to do to improve?

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

- strengthen the already good-quality interactions with children by ensuring that the adults consistently extend children's knowledge and build on what they know

and can do.

Setting details

Unique reference number	2583550
Local authority	Kent
Inspection number	10251053
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 9
Total number of places	10
Number of children on roll	20
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She works with an assistant, Monday to Friday, all day, term time only.

Information about this inspection

Inspector

Kimberley Luckham

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder lead the inspector on a tour of the premises and discussed how the early years provision and curriculum are organised.
- The inspector observed the quality of teaching during activities. She assessed the impact this has on children's learning.
- The inspector held a number of discussions with the childminder and assistant about children's achievements and looked at relevant documents, including evidence of the suitability of persons living in the household and assistant.
- Parents left written statements for review and the inspector took account of the views of parents.

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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