

# Childminder report

---

Inspection date: 20 October 2022

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are highly sociable, happy and safe. They form strong attachments to the caring and nurturing childminder, who fully understands their needs and interests. Children demonstrate self-confidence when they engage with other people. The room is filled with the sound of their laughter and singing throughout the day.

The childminder guides and supports children to follow simple and appropriate rules. This helps children to learn to recognise and respect the needs of others and to develop good friendships. Children demonstrate how well they can cooperate and play together, such as when they use their imaginations to co-create a story with the toy dinosaurs.

Babies flourish with the childminder, who is quick to meet their needs and follow their routines. This helps them to settle quickly and provides continuity of care between home and setting.

Children are curious and keen to extend their learning. For example, they ask the childminder questions and use the interactive globe to find out about Australia. Children remember and use information from previous conversations to build their knowledge. For example, the children know that Australia is a hot country. This provides children with a strong foundation and love of learning as they begin their journey towards school and future learning.

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

- The childminder is a dedicated professional who takes pride in her work. She consistently reflects on and analyses her practice and the curriculum that she plans for children. She regularly develops her knowledge and skills alongside other childminders to enhance her own teaching strategies.
- From the outset, the childminder builds strong partnerships with parents, who provide information about the needs and development of their children. This means that children receive appropriate activities and targeted learning experiences to meet their developmental levels and interests. The childminder creates an environment where all children, including those with special educational needs and/or disabilities, are welcomed and supported. She shares assessments, such as the progress check at age two, with parents, alongside ideas on how they can support children's learning at home.
- Children demonstrate very good communication and language skills. The childminder skilfully extends conversations. She gives children time to think and respond to questions. For example, children confidently ask questions to extend their learning when they listen to stories. They build good vocabulary, such as when they learn and recall the names of exotic fruits during a story about

healthy eating. Children use words to confidently express their views and opinions.

- The childminder adapts activities well so that all children can join in and share experiences together. She knows what children can do, but she also has high expectations of what they can achieve. This supports children to learn at their own rate and at an appropriate level. For instance, older children build complex structures with plastic blocks, while babies enjoy listening to the sound and rhythm that blocks make when they knock together.
- The childminder provides limited opportunities for children to explore a wide range of different textures and materials. She recognises that there is scope to enrich children's experiences further. She plans to introduce new resources to encourage children to explore with their senses and develop their critical thinking skills.
- The childminder wants children to become more independent and responsible for their own care needs before they go to school. However, she does not always give children the chance to consistently practise their skills as part of routines and play. For example, she is quick to put the dressing-up clothes on older children before waiting to see if they can cope by themselves.
- Children demonstrate good physical skills. The childminder provides activities and toys to help children to develop their balance, coordination and movement. Babies begin to pull themselves up to standing, while older children demonstrate fine-motor skills when they draw. The childminder encourages children to develop their muscles and self-confidence, such as when they visit the soft-play activity centre.
- The childminder places a strong emphasis on teaching children how to show respect and kindness to one another. She teaches children words to describe how they are feeling and to express their emotions. This helps to create a harmonious and safe space for all children.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding and awareness of how to keep children safe from harm and neglect. She maintains and updates her knowledge through regular training and professional development. She knows how to record and report any concerns about children's safety and welfare in a timely and appropriate manner. The childminder has safeguarding and child protection policies and procedures in place, which she shares with parents. She knows what to do should any allegation be made against her. She understands the impact of other safeguarding concerns, such as radicalisation, grooming and unsupervised access to the internet, on children's safety.

## What does the setting need to do to improve?

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

- provide greater opportunities for children to be able to explore and investigate a wide range of different textures and materials to further support their sensory exploration and critical thinking
- promote children's independence skills consistently during activities and routines.

## Setting details

<b>Unique reference number</b>	EY470280
<b>Local authority</b>	Kent
<b>Inspection number</b>	10228856
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	23 January 2017

## Information about this early years setting

The childminder registered in 2013 and lives in Southborough, near Tunbridge Wells, Kent. The childminder offers care from 7.30am to 6.30pm, Monday to Thursday, all year round. She receives funding to provide free early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Alison Martin

### 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 viewed the quality of education being provided and assessed the impact that this was having on children's learning.
- Children spoke to/communicated with the inspector during the inspection.
- The childminder spoke with the inspector about children's learning and development.
- Parents shared their views with the inspector.
- The childminder presented the inspector with key documentation 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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022