

Childminder report

Inspection date: 4 January 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy to attend the childminder setting. They come in with a smile and are greeted by the attentive and caring childminder. Children eagerly welcome their friends following the Christmas break. They quickly settle and play cooperatively in games and activities of their choice. For example, children use their imagination to pretend the floor is lava. They walk on the soft-play shapes, warning each other not to get burned.

All children form good bonds with the childminder, who is sensitive and caring. They confidently approach her for comfort and voice their needs and wants in a variety of ways. Children behave well. They listen and follow simple instructions. Children are respectful and polite to the childminder and each other. They say please and thank you, listen to each other, share and take turns.

Children become increasingly independent. They start to manage their own self-care, such as washing their hands, using the toilet and dressing themselves. Children benefit from a healthy diet prepared for them by the childminder. They discuss which food is good for them and the effects it has on their body. For instance, children comment that fruits are healthy and make them strong.

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

- The childminder supports children to achieve and develop to the best of their abilities. She uses information from parents to support children's development from the time they start attending. The childminder accurately assesses what children can do and what they need support with. She uses this knowledge to plan activities that help children develop their skills further. As a result, children make good progress in their learning from their starting points.
- The childminder encourages children to persevere and do things for themselves and persist when challenges occur. They complete puzzles, listening to the childminder's tips and manoeuvring the pieces to put them in the right way. They show pride when they succeed, saying 'I did it'. The childminder praises children for their efforts and achievements. This helps children develop good attitudes to learning.
- Overall, the childminder supports children's communication and language well. She listens attentively to children, going down to their level. The childminder asks relevant questions, giving children enough time to process and respond. However, at times, she does not always identify opportunities to extend and challenge children's learning and understanding further. For instance, while washing hands, the childminder acknowledges children's comment about using soap to make bubbles, but does not extend the conversation further to support their understanding about why they use soap.

- Children's emotional well-being is supported well. The childminder encourages children to resolve minor misunderstandings and conflicts independently and intervenes only when needed. As a result, children become resilient and learn to manage their own feelings and behaviour. The childminder recently completed a course on supporting children's emotional well-being. This helps her to develop strategies to support children who feel anxious.
- Partnerships with parents are a strength of the childminder's practice. Parents describe the childminder as 'amazing'. They positively comment on the good progress their children make. The childminder keeps parents regularly informed about their children's learning and development. She does this through a two-way process, such as daily feedback and ongoing assessment of children's development. This helps provide a continued approach to children's learning. Parents report that the childminder is approachable and supportive.
- The childminder is aware of the importance of keeping her knowledge relevant and up to date. She attends various training to support her practice and to provide high-quality service to the children in her care. The childminder collects feedback from parents via questionnaires to help her reflect and improve her practice.
- The childminder supports children's early literacy and mathematical skills. Children enjoy reading and listening to stories. The childminder uses props, such as puppets, to engage children. Children repeat familiar phrases from well known and loved stories. They begin to recognise numbers and enjoy working together to complete number puzzles.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is aware of her role and responsibility in keeping children safe from harm. She has good understanding of signs and indicators of abuse. The childminder knows what to do and who to approach when she has a concern about a child or an adult, including allegations against herself or any member of her household. She has good knowledge of all aspects of safeguarding, including radicalisation and female genital mutilation. The childminder completes relevant training to ensure she keeps her knowledge up to date. She has comprehensive policies and procedures to support her practice.

What does the setting need to do to improve?

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

- make more effective use of spontaneous opportunities to extend and challenge children's learning further.

Setting details

Unique reference number	126792
Local authority	Kent
Inspection number	10264882
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	1 to 10
Total number of places	6
Number of children on roll	10
Date of previous inspection	29 June 2017

Information about this early years setting

The childminder registered in 1998. She lives in Tunbridge Wells and opens from 7am to 6.30pm every day, for most of the year. She has a level 3 childcare qualification. The childminder receives funding for free early education to children aged three and four years.

Information about this inspection

Inspector

Oshra Murphy

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 childminder.
- The inspector observed the quality of interactions between the childminder and children, and evaluated the impact on children's learning and development.
- The childminder and inspector completed a joint observation and evaluated practice to assess the quality of teaching and learning.
- The childminder spoke to the inspector about the intentions for children's learning.
- Parents provided their feedback and views, which the inspector took into consideration.
- The childminder provided the inspector with a sample of 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.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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