

Childminder report

Inspection date: 23 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 and settled in the welcoming environment. They enjoy lots of praise and encouragement from the childminder and her assistant, which successfully builds on their self-esteem and confidence. Children have strong bonds with the childminder. They receive plenty of cuddles and reassurance from the childminder, which supports their emotional well-being and helps them to feel safe and secure.

Children effectively build on their communication and language skills. They learn new words, such as 'telescope', that are skilfully introduced by the childminder during play. Children develop a love of books. They enjoy many opportunities throughout the day to listen to stories and sing songs. This helps to enhance their early literacy skills. Furthermore, they develop their physical skills when they enthusiastically join in actions to songs. For example, they 'point to the window' and 'point to the door' when singing about dinosaurs.

Children enjoy being with their friends and play well together, readily sharing toys. For instance, the youngest children spend a long time enhancing their problem-solving skills, as they play side by side building a wooden train track. They are calm and improve their concentration skills, which helps to prepare them for future learning.

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

- The childminder closely monitors children's progress. She uses assessment, such as the integrated check at two years, effectively. This helps to identify emerging concerns regarding children's learning and development. The childminder works closely with parents and outside agencies, such as speech and language therapists, to support children get the extra help they need to succeed.
- The childminder plans interesting experiences that help children learn across many areas. For example, children explore textures and enhance their hand strength when they model with play dough. This helps to prepare them for holding a pencil. Additionally, the childminder adapts activities to meet the needs of individual children. For instance, babies build on their social skills and toddlers enhance their problem-solving skills, when they play together building a train track. However, sometimes, some small group activities do not meet the needs of all children. For example, during story time some children lose interest, wander off and start to play with other toys they can find. This does not help to fully promote their listening and attention skills.
- The childminder helps to prepare children for their next stage. For example, she works closely with Reception teachers from local schools that children will be moving to, which helps to ensure a smooth transition. Furthermore, settling-in

processes are flexible and tailored to meet individual children's needs, which helps them to feel safe and secure.

- Children learn about the wider world. The childminder teaches children about people who are different from themselves. For instance, she plans learning experiences to celebrate festivals from other cultures, such as Chinese New Year. Furthermore, children visit the nearby library and parks, which helps them to understand about the local community.
- The childminder has high expectations of children's behaviour. She teaches children, including the youngest, about rules and boundaries. This is demonstrated when she reminds them to use 'kind hands' and 'good walking' when inside. The childminder and her assistant show children high levels of respect and model good manners. This helps children to behave well and show politeness to others.
- The childminder and her assistant complete training and attend webinars to keep their knowledge and skills up to date. This has had a positive impact for children. For instance, following recent training on healthy eating the childminder has reviewed the portion sizes of the meals she provides.
- Overall, children are occupied well. However, occasionally, the organisation of some daily routines, such as washing hands before a meal, take a long time. As a result, children lose interest and become restless.
- The childminder evaluates the quality of her service. She uses a range of ways, such as discussions and questionnaires to seek the views of parents, which helps identify areas for improvement. For example, following feedback the childminder ensures parents receive verbal updates at the end of each day.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a good understanding of the indicators of abuse and/or neglect in children. They confidently demonstrate a good knowledge of the processes to follow if they think a child is at risk of harm. Additionally, the childminder has a thorough understanding of her responsibilities regarding the 'Prevent' duty and county lines. Robust recruitment processes, including checking ongoing suitability, help to ensure adults are safe to work with children. The childminder ensures that her environment, both indoors and outdoors is safe and secure for children to play.

What does the setting need to do to improve?

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

- review planning for small-group activities to ensure that all children remain engaged and benefit from the learning experiences
- review daily routines to reduce the time children wait without being occupied.

Setting details

Unique reference number	EY422802
Local authority	Kent
Inspection number	10263550
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 11
Total number of places	6
Number of children on roll	13
Date of previous inspection	4 May 2017

Information about this early years setting

The childminder was registered in 2011. She holds a level 3 childcare qualification, and her setting is open Monday to Thursday, from 8am to 6pm, all year round, except bank holidays and family holidays. The childminder receives funding to provide free early education for children aged three and four years. The childminder works with two assistants.

Information about this inspection

Inspector

Michaela Borland

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 setting and has taken that into account in their evaluation of the setting.
- The inspector looked at relevant documentation, including safeguarding documentation and suitability checks.
- The childminder and the inspector conducted a tour of the setting and discussed the curriculum.
- The inspector viewed written feedback from parents and took account of their views.
- The childminder and the inspector completed a joint observation of assistants and assessed the quality of teaching.

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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