

Childminder report

Inspection date: 24 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

The childminder provides a home-from-home environment where children feel safe and loved. Children develop strong attachments to the childminder and her assistant. They are very settled and play happily alongside their friends from the moment they arrive. Children demonstrate how they think about the needs of others. For instance, young children learn to take turns, with support from the sympathetic childminder, while older children listen and follow instructions. Children are polite and respectful to one another.

Children demonstrate self-confidence and self-motivation. For example, they love to play with musical instruments and ask the childminder for these to be brought out. They demonstrate competent physical skills as they blow the toy saxophone, bang the drum and rattle the shakers. They enjoy each other's company and laugh while they cooperate to create music and sing together.

Children enjoy lots of time exploring their local environment and attend various groups where they meet with other children. This helps them to develop and build on their social and personal skills. The childminder introduces children to new experiences, such as a sensory play space and trips out to eat in a cafe. Children begin to develop the skills they need to understand the world around them and to become capable life-long learners.

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

- The childminder is a warm, cheerful and fun-loving practitioner. She demonstrates integrity in everything she does and strives to produce the best outcomes for all children. She works closely with parents and other settings children attend, to share routines and to develop children's learning at home. This helps the childminder to fully understand the personalities and needs of the children. Parents feel informed and engaged in their children's progress and development.
- The childminder knows what children can do and their current interests. She uses her knowledge as a starting point to plan activities which the children will enjoy. For example, she took children to the aquarium to learn about different fish and their habitats. Children demonstrate what they have learned when they spontaneously name different fish, such as 'clown fish' and 'scorpionfish', while they play.
- Children demonstrate good focus and attention. However, sometimes, the childminder interrupts their concentration in her enthusiasm to provide different activities and routines. This means that children do not always complete what they are doing before moving their attention to something new.
- Children develop their physical skills in a variety of ways. They enjoy daily

exercise indoors and outside. For example, children climb, swing and run in the park or dance to music indoors. The childminder helps children to develop their small-muscle skills, such as when they use scissors and pencils. Children demonstrate great dexterity, control and coordination in their physical skills.

- The childminder supports children to develop their communication and language skills. She introduces a good variety of songs, rhymes and books to help children build new words and phrases. However, at times, the childminder speaks very quickly without giving children time to think and process their thoughts. This means that children tend to offer one-word answers to questions and do not extend their own ideas in sentences.
- The childminder places a strong emphasis on children developing their independence skills and self-esteem. Children learn to care for their teeth, wash their hands and put on their own clothes. The childminder works with parents so that all children have the skills they need to support the next stage in their education. For example, she helps children to learn how to use the toilet independently.
- The childminder encourages children to think about the environment and the lives of others. For example, she has a space in her garden where children can plant seeds and tend to the plants. Children learn what is special about themselves. The childminder provides activities and talks about festivals, such as Christmas and Chinese New Year. This helps to broaden children's knowledge and understanding of life in their community and beyond.
- The childminder works alongside an assistant. She regularly shares information with her to ensure the best care for the children. They update their skills and knowledge through professional discussions and by attending training courses. The childminder and her assistant work very well together and naturally complement each other's childcare skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows what to do to protect children from significant harm and abuse. She knows how to share timely and appropriate information with other professionals, when required, to ensure that children receive the help they need. The childminder has ensured that suitability checks have been carried out on her assistant. She ensures that her assistant knows how to share any concerns she might have about children, including how to whistle-blow if necessary. The childminder knows how safeguarding issues in the community can affect children, such as county lines and exposure to radicalised or extreme behaviours. The childminder regularly risk assesses her home to ensure that it is always safe and suitable for children.

What does the setting need to do to improve?

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

- recognise when children are engrossed in activities so that their learning is not unnecessarily interrupted
- strengthen teaching strategies to give children time to process and respond to questions, to further develop their language and communication skills.

Setting details

Unique reference number	126009
Local authority	Kent
Inspection number	10228218
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	17
Date of previous inspection	1 February 2017

Information about this early years setting

The childminder registered in 1999 and lives in Tenterden, Kent. She operates for most of the year from 7am to 6pm, Monday to Thursday. The childminder provides funded early education for three- and four-year-old children. She sometimes works with an assistant.

Information about this inspection

Inspector

Alison Martin

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 spoke to the inspector about children's learning and development, including her rationale for the curriculum.
- The inspector spoke with children during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- Parents spoke with the inspector during the inspection and shared their views.
- 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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