

Childminder report

Inspection date: 25 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 thoroughly enjoy the time they spend with the caring and nurturing childminder, her assistant and co-childminder. Children are confident and arrive at the setting eager and ready to engage in activities. The childminder nurtures strong bonds with each of the children and they seek her out for comfort and to celebrate their achievements. Children are confident in social situations and make good friends. For example, younger children giggle and smile as they play peekaboo with friends. This demonstrates that they feel safe and secure. Children make independent choices about what they would like to play with. They concentrate for an extensive period as they explore a wide range of resources linked to a topic on Chinese New Year. Children snuggle in as they listen to a story. They use their language skills to talk about what is happening to the characters and point to the pictures. Children answer questions about what is happening and what might happen next. They develop their small-muscle and problem-solving skills as they eagerly explore jigsaw puzzles. They carefully connect the pieces and slot them into the correct spaces.

Children are well behaved, polite and respectful of others. They demonstrate their care for each other and the childminder. Children also use good manners when the childminder offers them the healthy range of foods she provides. She teaches the children about continuing to try when things are challenging. The childminder has high expectations of all children. As a result, children behave well and are highly motivated to learn.

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

- The childminder, her assistant and co-childminder know the children well. Overall, they plan an exciting curriculum based around children's interests. However, at times, adult-led activities do not always engage all children and the childminder does not consistently differentiate activities to meet younger children's learning needs. Therefore, younger children sometimes leave activities and become disengaged.
- The childminder provides good opportunities for children to gain a broad understanding of other people outside of their own experiences. For instance, children try traditional Chinese foods and explore Chinese print as they talk about Chinese New Year.
- The childminder supports children's understanding of healthy lifestyles. She provides healthy snacks and meals while the children are in her care. Children enjoy the outdoor environment and have many opportunities to learn about the wider world. For example, children take part in trips to the farm, and climb and run during visits to the local parks. These activities promote children's physical skills as they learn the impact physical activity has on their bodies.

- Children who need extra support are quickly identified by the childminder. She provides appropriate resources and support to help children to make more progress in their learning. For example, the childminder uses sign language to support children's understanding and development of their communication skills.
- Overall, the childminder encourages children to develop independence skills. However, on occasions, she does not always encourage older children to practise independence skills that have been identified as key milestones in their curriculum. For instance, children do not tidy up after playing with their toys.
- Partnership working is strong. Links with parents and other professionals are built on mutual respect and trust. Parents speak highly of the education and care that their children receive. The childminder shares children's next steps with parents and provides them with ideas of how they can continue children's learning at home. The childminder also works with other agencies involved in children's care and development. She provides in-depth assessments of children for other professionals to ensure that children are given effective support.
- The childminder is reflective and puts children at the centre of what she does. She gathers the views of parents and children to help inform areas she can adapt and change. She identifies areas of improvement and is proactive in seeking out training. For example, she views webinars and accesses online training to continually improve her skills and knowledge.

Safeguarding

The arrangements for safeguarding are effective.

The childminder, her assistant and co-childminder have a very good understanding of safeguarding children. They are aware of the different types of abuse and know where to report any concerns that they may have. The childminder ensures that her training is always up to date. The childminder understands the importance of reporting any allegations against other adults in the household and the impact this may have on her ability to work with children. She talks regularly with her co-childminder and her assistant to ensure that information is shared and any concerns are monitored effectively. The childminder has a robust recruitment process in place to ensure all staff are suitable to work with children.

What does the setting need to do to improve?

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

- develop further ways of adapting adult-led activities to consistently deliver learning opportunities more closely matched to the interests and stages of development for younger children
- further enhance the range of opportunities available to older children to practise their independence and self-help skills, particularly at tidy up times.

Setting details

Unique reference number	EY474427
Local authority	Kent
Inspection number	10228878
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 6
Total number of places	12
Number of children on roll	12
Date of previous inspection	9 February 2017

Information about this early years setting

The childminder registered in 2014 and lives Sevenoaks, Kent. She offers care from 7.30am to 5.30pm on Tuesday to Thursday, all year round, except for bank holidays. The childminder works with an assistant and co-childminder. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Joanne Allen

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 provider and has taken that into account in their evaluation of the childminder.
- The childminder showed the inspector the premises and explained how she supports children's learning and development.
- The inspector observed the quality of interactions between the childminder and children, and assessed the impact of these on children's learning.
- The inspector observed an activity and evaluated this with the childminder.
- The inspector read and considered written comments from parents during the inspection.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector held a number of discussions with the childminder, her assistant and co-childminder.

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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