

Childminder report

Inspection date: 17 February 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, secure, and settled in the homely environment the childminder has created. They confidently explore the toys and resources the childminder provides for them. The childminder knows children well and she targets her learning opportunities on children's next steps. Children make good progress and they are eager learners. For example, younger children are confident to choose and explore objects from the treasure baskets.

Children develop close, nurturing relationships with the childminder. They sit on the childminder's lap to read books, enjoying the comfort of having her close by. This supports children's emotional well-being. All children are developing a love of stories. For example, the childminder uses props and puppets to make story times interactive and engaging. Young children enjoy repeating animal sounds and turning the pages as they listen to stories.

Children are encouraged to be independent. For example, older children go upstairs to wash their hands before snack, they pour their own drinks and chop their own fruit. They are learning how to become self-sufficient. This helps to prepare them in readiness for starting school.

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

- The quality of teaching is good. The childminder captures opportunities that arrive spontaneously to further children's knowledge. For example, when getting snack ready together she explains that some objects are, 'hot to touch'. This helps children to begin to learn how to keep themselves safe. However, since COVID-19, the childminder has provided most of the learning opportunities at home. This has limited children's opportunities to learn about their local community and the wider world.
- The childminder places a high focus on developing children's mathematical abilities. She provides ample resources to help children recognise numbers. Children learn to talk about the size of objects and describe their shapes and properties. They sort objects and begin to count accurately. Children develop good mathematical skills for their age.
- The childminder recognises the importance of developing children's early writing. She provides a range of mark-making tools for children to experiment with in her home. The children love to make 'worms' from play dough and use sticks to make marks in mud. This helps children to develop their small hand muscles well.
- The childminder sensitively meets the needs of the children. She recognises when they are tired or hungry, and she works with parents to maintain their home routines. This helps them to feel secure and settle quickly. She gives

children choices and respects their opinion. This means children feel valued and confident to express their ideas and feelings.

- The childminder has developed trusted relationships with parents. Parents appreciate the communication they receive from the childminder. They comment on the 'family feel' within the setting and love that it is a home from home for children. Parents value the advice and support the childminder gives them to support their children's learning and well-being at home. For example, the childminder has provided tips and support to develop good sleep routines and how to introduce new foods into children's diet.
- The childminder shows a good commitment to improving the quality of her provision. She accesses regular training to help improve her skills. For example, following recent training on supporting children's emotions, the childminder talks to children about how they are feeling, helping them to name their emotions, such as 'happy' or 'sad'. This helps children to recognise their own and other's feelings.
- The childminder works well with other providers. She has a good relationship with the local school. For instance, she shares information to help children transition smoothly on to school. The childminder prepares children well by talking to them about what their new experience will be like and what to expect.
- The childminder works with an assistant during the week. This means that the childminder can provide additional support for children with special educational needs and/or disabilities. For example, working on learning new words or signs during play. This ensures that all children make good progress from their starting points.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to keep children safe. She shows an understanding of how to identify if children are subject to harm or abuse. The childminder knows the procedure to follow and the appropriate agencies to contact if she has concerns about a child in her care. She ensures that she keeps up to date with her knowledge of safeguarding. The childminder has a good understanding of different safeguarding concerns, such as the risks of online abuse and grooming. The childminder carries out safety checks in her home to help provide children with a safe space to play and sleep. She considers how to organise mealtimes for younger children so that they are supervised safely and enjoy social time with others.

What does the setting need to do to improve?

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

- extend the opportunities for children to learn about the lives and experiences of

those in their local community and wider world.

Setting details

Unique reference number	156681
Local authority	Kent
Inspection number	10265211
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 2
Total number of places	5
Number of children on roll	5
Date of previous inspection	30 May 2017

Information about this early years setting

The childminder registered in 2001. She lives in the Shorncliffe area of Folkestone, Kent. The childminder has a childcare qualification at level 6. She offers her service on weekdays, from 8am to 6pm, for most of the year. She sometimes works with an assistant. The childminder is in receipt of funding for the provision of free early education for three- and four-year-old children.

Information about this inspection

Inspector

Jo Gunne

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 provider.
- The inspector carried out a learning walk and discussed the curriculum with the childminder.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- Parents shared their views on the setting with the inspector in writing.
- The inspector looked at relevant documentation and evidence of the suitability of the childminder and household members.
- The inspector spoke with the childminder at appropriate times throughout the inspection.

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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