

Childminder report

Inspection date: 9 March 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 develop positive relationships with the childminder. They feel settled, happy and safe. Children benefit from a well thought out curriculum that builds on children's interests and what children already know and can do. As a result, they develop a range of key skills to be ready for school.

Children become familiar with a range of books and repertoire of songs and rhymes. For example, they take it in turns to choose a different song card from a singing sack. Children confidently recite some verses by heart. They join in finger rhymes with numbers, such as 'Five little monkeys jumping on the bed'. Children eagerly manipulate some props, such as bottles. This helps maintain their interest and concentration.

The childminder has high expectations for children's behaviour. She suggests how they share the resources with their friends. For instance, children place the glue pot in the centre of the table so everyone can reach it. They learn to respect the needs of others. Children are encouraged to wait till they have finished singing a nursery rhyme before choosing another. They begin to understand the expectations of being together. Children feel emotionally secure in the childminder's care.

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

- Parents are kept well informed about the activities their children are engaged in. They know their child's individual next steps which supports their learning at home. However, the childminder does not use the information collected from parents about their children's starting points to inform her curriculum. This reduces the ability to plan fully for individual children right from the start.
- The childminder organises the environment effectively to support children's writing skills. Children enjoy drawing freely. For example, they creatively draw lines down the paper with different coloured crayons. The childminder demonstrates drawing a circle to extend children's learning further. Children demonstrate a 'have a go' attitude. The childminder encourages children to talk about the marks that they make. Children make links to stories and books they have read, such as 'Goldilocks and the Three Bears'.
- The childminder helps children gain good mathematical understanding. She plans a range of learning experiences that children enjoy. Children learn to count objects accurately. For example, they say one number name for each piece of pasta that they put into a pot. Children show good perseverance. They are well motivated to play and learn.
- Children safely explore emotions through stories, such as 'The Three Billy Goats Gruff'. For example, they recognise the troll is feeling cross when the goats 'trip,

trap' over the bridge. However, sometimes background noise in the childminder's home distracts children. This limits their ability to use their expressive language skills to talk about the things that they see.

- Children develop their fine and gross motor skills effectively. For instance, they manipulate glue sticks and squeeze large tweezers to pick up pasta during activities. Children practise their hand-to-eye coordination. They use the equipment at the park to swing and climb. Children successfully develop their coordination and balancing skills.
- The childminder encourages children to meet their own personal hygiene needs. For example, children independently wash their hands before meals and after toileting. The childminder works with parents to find out about children's dietary requirements. She provides nutritious meals at lunch time to teach children about making healthy food choices. Children drink water to promote good oral health.
- The childminder takes children to local groups and meets up with local childminders to socialise with other people. She gives children a cultural awareness about how other people live. For instance, she celebrates different festivals throughout the year, such as Chinese New Year.
- The childminder seeks regular training opportunities to update her knowledge about childcare issues. For instance, she has learned the value of using visual pictures to aid communication, understanding and learning. She has developed successful links with other early years provision that children attend. This provides continuity of children's care and learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role and responsibilities to safeguard children. She knows the signs and symptoms to be concerned about to protect children's welfare. The childminder is clear about her reporting procedures and who to notify. She completes regular training to ensure her safeguarding arrangements are updated to reflect the latest guidance. Risk assessment is effective. The childminder regularly makes safety checks of her home. She teaches children road safety to help keep themselves safe when going on walks locally. The childminder vigilantly checks and minimises any potential risks to children when at the park.

What does the setting need to do to improve?

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

- use information from parents more effectively to develop a curriculum to support children's learning right from the start
- develop teaching to maximise all opportunities for children to listen, develop

concentration and improve their use of language in everyday activities.

Setting details

Unique reference number	125488
Local authority	Kent
Inspection number	10276672
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	2 to 7
Total number of places	6
Number of children on roll	6
Date of previous inspection	27 July 2017

Information about this early years setting

The childminder lives in Tonbridge, Kent. She registered in 1992 and works Monday to Thursday for most of the year. The childminding service is open from 7.30am to 6pm for before and after school children. The childminder cares for early years children on a Tuesday and Thursday from 7.30am to 4.30pm. Funding is accepted for the provision of free early years education for children aged two, three and four years. The childminder holds a level 3 early years qualification.

Information about this inspection

Inspector

Jane Winnan

Inspection activities

- This is the first routine inspection the childminder has received since the COVID-19 pandemic. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The childminder walked the inspector around her home to understand how the early years provision and the curriculum are organised.
- The inspector carried out a joint observation with the childminder.
- The inspector held discussions with the childminder and interacted with children at appropriate times during the inspection.
- The inspector looked at a sample of documents. This included the complaints procedure and attendance register.

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

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