

Childminder report

Inspection date: 13 March 2023

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are happy and show that they feel safe and secure in the company of the warm and nurturing childminder. They form a strong bond with the childminder. Children enjoy being in this home-from-home environment. The childminder invites children to make independent choices during play. Children become deeply engrossed in their play and learning. They show a keen interest in creative activities and role play, and sustain interest for lengthy periods.

Children behave well and learn to use good manners, share and take turns. The childminder has high expectations for the children and communicates these effectively to them. Children respond positively to the continual praise and encouragement from the childminder, which helps raise their confidence and self esteem.

Children are gaining a good understanding of healthy lifestyles. The childminder encourages them to follow good hygiene routines and children thoroughly enjoy a range of healthy meals and snacks. Children benefit from plenty of fresh air and exercise. The childminder takes children out to various places of interest, such as play parks and to see the local wildlife at the lake. Children make good progress in their physical development and learn about the world around them.

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

- The childminder has a good knowledge of child development. She uses observations and assessments of children to identify next steps and any gaps in learning. This, alongside her understanding of children's likes and interests, means that she is able to effectively support children's learning. She provides activities that engage children and support their progress in all areas of development.
- The childminder networks with other childminders to share ideas. She meets up regularly with them, and the children engage in activities together. Children benefit from the social interaction with larger numbers of children, and as a result, they become confident in new social situations.
- Children develop good communication and language skills and, overall, the childminder supports them well. For instance, she introduces new vocabulary during activities and provides a clear narrative to help children's understanding and to follow instructions. However, there are times where the childminder steps in too quickly and does not give children enough time to think and respond to her questions. This limits opportunities for them to process and express their ideas.
- The childminder makes good use of opportunities as they arise in everyday activities to support children's early mathematical development. For example,

she challenges the children to count and understand numbers. She introduces the concept of half and whole as the children engage in snack time discussions. Children learn to understand size as they explore 'big' and 'small' balls in the garden.

- The childminder encourages children to develop their independence and self-care skills effectively. For instance, children freely choose toys to play with. Older children can put on their own coats and boots when going outside to play. All children follow good hygiene routines, such as washing their own hands before eating their meals. They respond well to simple instructions, such as to tidy up the toys and help clean the table after activities.
- The childminder makes ongoing improvements to her provision. She constantly reviews her practice and adapts her provision to help make positive changes. For instance, she has made significant changes to the outside area to enhance the opportunities children have to learn outdoors. The childminder undertakes regular reading and research to help keep her knowledge up to date and to further develop her professional practice.
- Parents speak highly of the childminder. They express positive comments on how well their children are progressing and supported in their learning and care. The childminder shares information about their children's development to support parents to extend their children's learning at home. However, the childminder does not ensure that all parents are fully informed about their children's time with her to promote even stronger partnerships with them.
- The childminder works in partnership with other early years settings children attend to regularly exchange information to help ensure continuity of care and education for the children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good safeguarding knowledge and has completed relevant safeguarding training. She understands her legal duty to protect children from harm and recognises the potential signs and symptoms of abuse. The childminder knows who to contact if she is concerned about a child's safety or if an allegation was made against a family member living in her household. She minimises risks to children and reminds children to tidy away toys after they have finished playing so they do not trip over them.

What does the setting need to do to improve?

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

- provide more time for children to think and respond to questions asked to enhance their learning
- strengthen communications with all parents further to increase their

understanding of what the curriculum looks like in practice each day.

Setting details

Unique reference number	EY373886
Local authority	Kent
Inspection number	10280624
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	31 August 2017

Information about this early years setting

The childminder registered with Ofsted in 2008. She lives in Great Chart, near Ashford. The childminder has an appropriate qualification at level 3. The childminding service is available Monday, Tuesday, Wednesday and Friday, from 7am to 6pm, all year round.

Information about this inspection

Inspector

Kimberley Luckham

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 childminder showed the inspector around her childminding premises to understand how the early years provision and the curriculum are organised
- The inspector held discussions with the childminder at appropriate times during the inspection.
- A sample of documents was reviewed by the inspector.
- Parents' views were taken account of by the inspector.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023