

# Childminder report

---

Inspection date: 22 March 2023

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

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

## What is it like to attend this early years setting?

### The provision is good

Happy children strongly attach to this loving and caring childminder. They settle quickly and go about their activities with enthusiasm. This means that children do not waste any time in exploring the activities. The childminder's deep understanding of children's families helps them to become emotionally secure. Often, she cares for siblings. Children listen to her and follow her instructions the first time she asks. This supports them to understand rules and get ready for the next stage of their education. Children enjoy a language-rich environment, including books, as well as continuous interactions with the childminder. This supports them to learn new vocabulary and speak confidently to adults.

Children make connections. For example, they share books that discuss feelings. This helps children to name their own emotions. They concentrate for long periods and build fine motor skills when doing self-chosen activities. For example, children fit train tracks together. The childminder uses every opportunity to talk to children about numbers. For example, while children enjoy healthy choices at snack time, such as a variety of fruits and raisins, she counts each one. Children relish the chance to show they know how to count. There are opportunities for outside exercise and fresh air. Children walk to local beauty spots and parks. They attend community centres daily that offer a variety of activities for physical development. For example, children have the opportunity to explore soft play. Children develop resilience and learn how to persist when the childminder supports their language development, encouraging them to 'keep on trying'.

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

- The childminder fully assesses children to offer them a curriculum that begins with their individual starting points, and she uses children's interests to engage them. The childminder skilfully encourages the children to recall past events. For example, she reminds them about a favourite car story, and the children describe the tyres on a toy car they are playing with, comparing them to the tyres of another car they saw. This helps children to make connections and supports their ability to recall past events.
- The childminder models patience and consistency. Children mimic her and behave well. Her high expectations help them to learn to manage their emotions. The childminder good-naturedly allows children to express their feelings. For instance, children enjoy using musical instruments. She praises them when they comply with her requests. The childminder's focus on nurturing her children supports them to build self-esteem and confidence.
- Daily routines are well organised and effective. This is because the childminder has a clear understanding of how routines support children's mental health. For example, she is sensitive to children's emotional well-being when moving them

from the main room to the kitchen for snack, supporting their intimate needs and getting them ready to sleep. Each changeover has a time warning, which means that children begin to prepare themselves. The childminder encourages them to lead the transition, helping them to feel in control and reducing anxiety.

- The childminder encourages children to develop an understanding of hygiene. For example, she supports them to know when and why they must wash their hands. They start to develop skills of independence. For example, they choose their own resources from themed boxes, and they tidy up when it is time. However, the childminder does not help children to understand why certain hygiene arrangements are in place, which does not fully extend their growing independence skills.
- Children learn about British values and other faiths and cultures. The childminder ensures that the children know about differences between themselves and others by, for example, reading book about other cultures and religions. The childminder goes out of her way to take children to local celebratory occasions for events such as Chinese New Year and Diwali.
- The childminder is proactive in ensuring her training relates to children's needs. For example, she refreshes her knowledge of vocabulary and speech development when children are having difficulties. This means that they benefit from the latest approaches to language development. Moreover, this supports children to make gains and progress to their full potential.
- Parents say that the love and care the childminder gives their children are exemplary. They are very happy with the daily communication she offers, both in person and on social media. Parents are especially complimentary about the emotional support the childminder offers families. Many parents say they would be lost without her.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder knows how to keep her children safe from harm in a variety of ways. She diligently risk assesses her home daily and continually updates her safeguarding knowledge. The childminder knows the signs of abuse and the local procedures for reporting any child protection concerns. She fully understands many safeguarding issues, including 'Prevent' duty, female genital mutilation and county lines. Moreover, she knows the national procedures for reporting safeguarding concerns. The childminder supports parents to keep their children safe online.

## What does the setting need to do to improve?

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

- offer more encouragement for children to complete tasks that promote their independence.

## Setting details

<b>Unique reference number</b>	EY441416
<b>Local authority</b>	Kent
<b>Inspection number</b>	10264088
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	2 to 2
<b>Total number of places</b>	1
<b>Number of children on roll</b>	1
<b>Date of previous inspection</b>	22 May 2017

## Information about this early years setting

The childminder registered in 2012. She lives in Langton Green, in Tunbridge Wells, Kent. The childminder cares for children from 9.30am to 5pm, Monday and Wednesday, all year round.

## Information about this inspection

### Inspector

Kay Beckwith

### 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 provision.
- During a learning walk around the provision, the childminder explained the curriculum and what she teaches the children.
- The inspector carried out a joint observation with the childminder.
- The inspector observed children playing and spoke to them to get their views on the provision.
- The inspector took the views of parents into account.
- A selection of documents was scrutinised 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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023