

Childminder report

Inspection date: 23 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 to leave their parents to attend this warm and loving childminder's home. She settles children on an individual basis to help them form secure attachments. Children help themselves to resources in boxes, which helps to build their independence. Children behave well and follow the childminder's instructions, often waiting patiently for the next guiding word. The children experience many opportunities to think for themselves. For example, while in the garden, they choose from an array of resources and decide whether a ball or dice rolls best down guttering. Children develop hand-to-eye coordination and fine motor skills while using small tools in their play.

Children build their confidence as they explore the activities and engage in enthralling learning opportunities. The childminder is always on hand to narrate what the children are doing. This helps them to absorb words that they cannot yet express. The children relish playing with thread, and the childminder seizes this opportunity to count, discuss shapes such as 'hexagons', and hold conversations. Children enthusiastically make bead necklaces and talk about their choice of colour.

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

- The childminder ensures there is an individual curriculum for each of her children. She builds on previous learning so that they are ready for the next stage of their education. For example, children who find it difficult to control their emotions receive support by listening to a story about an animal who has feelings. However, on occasion, the childminder does not focus enough on adapting activities to include the youngest of her children.
- Children learn about oral health. The childminder has a large set of plastic teeth and a brush that the children can freely access. They talk about healthy eating. During snack time, children find out the meaning of new vocabulary. For instance, they learn what 'citrus' and 'sour' mean. The childminder fosters children's independence at every opportunity. For instance, they serve themselves fruit and get their own water.
- The childminder understands how the local environment may support children's development. For example, children go out into the local area to visit beauty spots and make friends at different groups. This supports them to understand their place in the community and become more confident.
- Children benefit from the childminder modelling kind, patient behaviour, where she calmly repeats any instructions that she gives. For example, she tells children they could choke if they stand up while eating. She swiftly intervenes and deals with any small squabbles quietly and efficiently. This means that children resume their activities with no time lost and minimal fuss. Older children share and role model kindness, which encourages all children to get along well.

- The childminder swiftly supports children to meet their individual needs. She ably engages professional experts to provide additional support to children, if necessary. Furthermore, the childminder accesses training so that she has a full understanding of what she can do to support them. This means that children benefit from timely interventions to help them catch up.
- Some children also attend another setting, and the childminder is aware of the need to work in partnership. She has worked hard to make contact with the other settings and to begin to develop a consistent approach. However, she has not yet established fully effective arrangements for sharing information, to further support children's care and learning.
- Parents speak very highly of the childminder. They comment that she is a 'lifeline' and 'exceptional'. They report that daily communication through photos, videos and a social media group keep them very well informed of their child's progress. They are happy that she involves them in their child's learning. Parents particularly like their children visiting the community to have exciting experiences. Busy parents are very grateful for the service she provides. They say it gives them reassurance that their child is in a safe and caring home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a full and secure understanding of how to keep the children in her care safe. She has a small, obedient dog. The childminder risk assesses him robustly. She has a current first-aid certificate. The childminder knows local and national procedures for reporting any safeguarding concerns. The childminder ensures that safeguarding is a priority and regularly updates her knowledge. She ensures that she adheres to the manufacturer's guidelines on the safe use of various equipment. The childminder keeps up to date with current issues and topics, such as Mental Health Awareness Week and internet safety week. She ensures that she helps parents to keep their child safe on the internet.

What does the setting need to do to improve?

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

- refine the planning of activities to fully consider the individual needs, interests and developmental stage of all children taking part
- strengthen partnerships with other settings that children attend in order to develop an even more consistent, shared approach to children's learning and care.

Setting details

Unique reference number	EY484800
Local authority	Kent
Inspection number	10276320
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 2
Total number of places	5
Number of children on roll	5
Date of previous inspection	11 July 2017

Information about this early years setting

The childminder registered in 2015 and lives in Tunbridge Wells, Kent. She offers care Monday to Thursday, from 8.30am to 4.30pm, during term time only. The childminder provides early education for one-, two- and three-year olds. She will accept children in receipt of funding. The childminder holds a relevant qualification in early years education.

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 provider.
- The childminder and inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- Children spoke with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this has on children's learning.
- The inspector carried out a joint observation of a group activity with the childminder.
- The inspector spoke to parents and read emails from them during the inspection and took account of their views.
- The inspector looked at relevant documentation during 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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