

Childminder report

Inspection date: 23 May 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	Met
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What is it like to attend this early years setting?

The provision is good

Children arrive happy to attend the childminder's welcoming home. They are greeted warmly on arrival. Children develop close bonds with the kind and nurturing childminder and behave well. The childminder has high expectations for their behaviour. Children listen attentively to what she says. The childminder praises children in a consistent and meaningful way that increases their self-esteem and emotional well-being.

Children benefit from plenty of opportunities to learn about the world around them. They visit various places of interest, such as parks, farms and castles. The children routinely visit local toddler groups and enjoy opportunities to socialise with a larger group of children and develop their social skills well.

Children are supported to develop their independence and are encouraged to undertake self-help tasks from an early age. For example, young children learn to thoroughly and independently wash their hands, fasten their own coats and empty out their own shoes after playing in the sandpit. They acquire a good range of key skills in preparation for the next stages of development and their eventual move on to school.

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

- The childminder provides a welcoming and inclusive environment. She respects and values each child's individual characteristics and abilities. The childminder helps children to learn about the differences between themselves and others and celebrates their languages spoken at home.
- The childminder gets to know the children well from the start. She gathers information from parents and finds out about children's interests and their current skills. Observations are used well to track children's progress and identify their next steps in learning. This ensures that any gaps are addressed quickly and helps children to make good progress from their starting points.
- The childminder organises a stimulating range of experiences for children. She has a clear idea of what she wants children to learn about. However, she does not always encourage children to persevere with this focus, and sometimes children lose interest very quickly, moving from one resource to another.
- Children have lots of fun in the childminder's well-resourced garden. They develop good physical skills, such as safely navigating steps with confidence, throwing balls and digging in the sandpit. Children learn to plant seeds, such as sunflowers and lilies, and understand what they need to grow.
- The childminder provides good opportunities for children to develop their mathematical skills. For example, she supports them to count, compare the size of different items and recognise numbers and shapes.

- Early literacy skills and fine motor skills are supported well as the childminder provides a wide range of books for children to access independently or share with her. Children use crayons and chalk with control to creatively make marks and confidently give meaning to the marks that they make.
- The childminder supports the children's early communication skills well. She clearly emphasises keywords within her interactions, introduces new vocabulary and models the correct pronunciation of words. Children listen carefully to the childminder and respond to her guidance. This helps support their understanding and language development.
- The childminder has good relationships with the parents. Parents are very complimentary about the childminder and the care that she provides. However, the childminder does not consistently consider ways to involve parents in extending their children's learning at home.
- The childminder is enthusiastic, passionate and committed to ongoing improvements. She regularly reviews her practice and adapts her provision to the needs of the children and to help make positive changes. She shares ideas with other childminders to help keep her knowledge up to date and to further develop her own professional practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of her responsibilities to keep children safe. She is able to recognise a range of signs that may indicate that children are at risk of harm. She is aware of the procedures to follow should she have any concerns about a child. The childminder understands how to manage allegations of harm or abuse against herself or anyone who lives in her home. She updates her safeguarding training regularly to ensure her knowledge is current. The setting is safe and secure. Children are reminded to play safely. Play areas are free from hazards.

What does the setting need to do to improve?

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

- consider ways to further provide parents with ideas and guidance about how they can continue to support their children's learning at home
- improve teaching to ensure all activities keep children focused and positively engaged in their learning.

Setting details

Unique reference number	EY389427
Local authority	Kent
Inspection number	10289421
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	5
Date of previous inspection	24 November 2017

Information about this early years setting

The childminder registered in 2009. She lives in the Kingsnorth area of Ashford, Kent. The childminder holds a relevant early years qualification at level 3. She provides care Monday to Friday, from 8am to 6pm, all year round.

Information about this inspection

Inspector

Kimberley Luckham

Inspection activities

- The inspector discussed any continued impact of the COVID-19 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.

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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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