

# Childminder report

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Inspection date: 2 June 2023

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**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 arrive at the childminder's home and instantly develop their independence. For instance, they have their own space where they store their belongings and practise skills such as putting on their shoes and removing their coats. Children enjoy role-play activities. For example, the older children helped turn their shop into a library, which they thoroughly enjoy playing with. Children enjoy well-planned opportunities for outdoor play where they develop their physical skills. Children learn about the world around them, such as through outings to the beach that the childminder plans to enrich the curriculum. The childminder helps to develop children's vocabulary by using sensory activities, describing how the sand and shells that they find feel like.

Children form good bonds with the childminder, who has a jolly approach when talking and singing to them. The childminder and her assistant set high expectations for behaviours, which children understand and respond to. For instance, when children want to play with the same toy, they are gently spoken to as the childminder explains the importance of sharing and taking turns. Children are taught to develop their independence and confidence, with encouragement from the childminder throughout the day. Children are well prepared for the next stages of their education.

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

- The childminder and her assistants understand the importance of developing children's language. For instance, they include songs and rhymes regularly throughout the day. They plan fun and engaging activities to support children's language and social skills. For example, all children, including the youngest, learn to wait their turn as they pass the song bag around the circle.
- Partnerships with parents are good. Parents speak highly of the childminder and talk about how supportive and approachable she is. Parents are happy with communication they receive, such as photos and updates of children's personal development. They are given opportunities to share their thoughts and requests, such as through feedback forms and conversations they have with the childminder.
- The childminder understands the importance of reading and developing an enjoyment of reading from an early age. For example, children enjoy reading books that are linked to their interests and topics and use them in their play. The childminder also considers how to promote reading at home, such as by creating story sacks with books for families to share together. For instance, most recently, children enjoyed sharing books about brushing teeth, which they had learned about previously with the childminder.
- Overall, the childminder plans a varied curriculum for the children. She plans

broad steps for what children need to learn next. However, she is not fully effective at considering the smaller steps in the sequence of learning to help children practise new skills and embed their learning even more effectively.

- The childminder manages children's behaviour well and encourages children to take turns and share the toys. She is a positive role model for children and supports them to understand how to solve problems and work together as a group.
- Younger children explore the environment and enjoy joining in with planned activities and stories with the older children. However, the childminder and her assistant should continue to develop and implement learning opportunities more suited to younger children. For example, at times, resources are more appropriate for older children and so younger children cannot benefit fully from this intended learning opportunity.
- The children have opportunities to celebrate other cultures and communities, such as through events in the calendar year. For instance, the childminder and her assistants teach children about celebrations around the world and include personal celebrations such as christenings and birthdays. This helps children to learn about themselves and others.
- The childminder and the assistants support children with their personal, social and emotional development and provides an individual approach for each child. For example, the childminder recognises the different level of support children need with toilet training and eating, and she provides this. This helps children develop the skills needed for their next stages in learning.
- The childminder reflects on her teaching and makes ongoing improvements. For instance, she is part of a local network of childminders, which helps her to learn from others and implement changes that benefit the current needs of the children in her care.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and the assistant know the possible signs and symptoms of abuse and neglect. She understands when and how to refer to local safeguarding partnership procedures, if needed. The childminder and the assistants complete regular safeguarding training to refresh and further their understanding and responsibilities. She completes regular risk assessments and checks on her home to ensure that children are safe. For instance, the childminder discussed how she carries out daily checks on the equipment in the outdoor area, making sure that it is safe for the children to use.

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

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

- strengthen the planning and implementation of activities to help ensure that they are better suited to the youngest children
- identify more precisely what children already know and the sequence of what they need to learn next to better inform planning and children's developmental progress.

## Setting details

<b>Unique reference number</b>	126740
<b>Local authority</b>	Kent
<b>Inspection number</b>	10288907
<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>	0 to 3
<b>Total number of places</b>	13
<b>Number of children on roll</b>	13
<b>Date of previous inspection</b>	6 November 2017

## Information about this early years setting

The childminder registered in 1999 and lives in Broadstairs, Kent. She operates for most of the year, from 7.30am to 5.30pm, Monday to Friday. The childminder works with four part-time assistants. She provides funded early education for two-, three- and four-year-old children. The childminder holds a relevant early years qualification at level 3.

## Information about this inspection

**Inspector**  
Jade Mellin

### 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 childminder and has taken that into account in their evaluation of the provision.
- The childminder and the inspector completed a learning walk and discussed how the curriculum supports children's learning.
- The childminder and the inspector carried out a joint observation of an activity taught by the assistant.
- Written feedback from parents was viewed by the inspector, who took account of their views.
- The inspector observed the interactions between the childminder and the children and the impact on children's learning.

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  
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Manchester  
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