

Childminder report

Inspection date: 29 June 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are safe and secure in this welcoming and nurturing environment. They have positive relationships with the childminder. Children happily go to her for reassurance or for a cuddle. Children are curious. They access engaging, age-appropriate resources and activities freely and confidently. For instance, children choose to look at books. They willingly sit with the childminder, pointing to the things that interest them, lifting the flaps and turning the pages. Children demonstrate positive attitudes to learning, remaining focused on an activity they find interesting for lengthy periods of time. The childminder plans an effective curriculum which allows children to build on their learning sequentially. For example, she points to, and names, common items, expanding and reinforcing children's vocabulary gradually by introducing simple adjectives.

Children, even the very young, are supported in understanding how to share and take turns. For example, the childminder talks to a toddler about taking turns to roll a ball to each other. Children behave appropriately for their age and stage of development. There are well-established routines in place. From a young age, children know, understand and follow these routines. For example, toddlers know they go for a walk in the morning and go to the door expectantly. Children benefit from nutritious, home-cooked meals provided by the childminder. They clean dinosaur teeth, helping them to understand the importance of dental hygiene.

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

- Parents are delighted with the communication they have with the childminder. Children's likes and dislikes are discussed as part of the information gathering process during registration. Parents are happy that their children settle quickly into the childminder's care. They appreciate the many and varied experiences she provides for the children, particularly those relating to other cultures. However, at times, the childminder does not always provide sufficient information to ensure parents can continue their children's learning at home.
- The childminder uses the interests of the children to plan engaging activities to build on children's learning. She monitors their progress and addresses any gaps in their learning. For example, she notices that some children are reluctant to experience different textures. The childminder provides a treasure box of items with varying materials to help to support children's sensory development. Children enjoy the sensation of a soft brush. They smile with pleasure at the feel of a hand-held massager on their legs.
- The childminder provides good support for children's language development, including those who speak English as an additional language. She speaks to children clearly, modelling correct pronunciation. The childminder sings songs and rhymes with the children, encouraging them to join in with words and

actions. This helps children to link words with actions. For example, they sing 'Row, row, row your boat'. The childminder names colours and animals as she points to them.

- Children's understanding of mathematical language, early counting and shape recognition is effectively developed. The childminder names the geometric shapes as children turn them to fit in the appropriate slot. She talks to the children about the long neck of the giraffe. Children confidently place beakers in size order and count them skilfully.
- The childminder helps older children to develop fine motor skills to support early writing. However, there is not always a sufficiently varied range of mark-making activities available, particularly for the younger children, to engage children's interest.
- The childminder is reflective about her practice. She is keen to attend additional training to further build on her knowledge and skills. The childminder has incorporated the advice of external professionals into her practice, such as the provision of a treasure box.
- There are strong links between the childminder and other settings children attend. Information is shared, and this helps to provide a consistency of education and care. For instance, the childminder, parents and other providers work together to support children's toilet training.
- Although the childminder does not have a garden, she ensures children have plenty of opportunities to develop physically. Each morning, she takes the children out in the fresh air. They visit local parks and woods, where they run, climb, balance and explore the natural environment.
- Children learn to be independent and to manage their self-care. For example, they know to wash their hands before meals and after using the bathroom. Children, including the youngest, feed themselves independently.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a thorough knowledge of safeguarding issues. Her recent training ensures that she can recognise signs that may indicate a child at risk from any form of abuse. The childminder knows who to inform and the procedures she should follow if she has concerns about a child's safety or welfare. There are appropriate procedures in place if an allegation is made against the childminder or a member of her family. The childminder regularly practises fire evacuations to ensure children are familiar with the routine. She ensures that her premises are safe for children to learn and play.

What does the setting need to do to improve?

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

- support parents in understanding how they can help their children at home to achieve their next steps in learning
- increase the opportunities for children to practise mark making.

Setting details

Unique reference number	2632561
Local authority	Kent
Inspection number	10295645
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 3
Total number of places	3
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021. She lives in Tunbridge Wells and works from 8am to 4pm weekdays all year round, except for family holidays. She provides funded places for children aged two, three and four years.

Information about this inspection

Inspector

Jill Thewlis

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 childminder.
- The childminder took the inspector on a learning walk and explained the educational intent behind the activities.
- The inspector observed the childminder interacting with children. The inspector and childminder discussed the learning that took place.
- At appropriate times, the inspector spoke to the childminder, parents and children and took their views into consideration.
- The inspector discussed with the childminder how she fulfils her responsibilities to keep children safe at all times.
- The inspector viewed documents relating to safeguarding and suitability.

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

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