

Childminder report

Inspection date:

7 November 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 are very settled and happy in the childminder's warm and welcoming home. They really enjoy her company. The childminder implements her ambitious curriculum effectively to ensure that she meets all children's individual needs. The childminder plans motivating experiences that engage children of all ages and abilities. Children are excited by a book about a caterpillar. The childminder teaches them about caterpillars, such as their journey to become butterflies. Children excitedly learn about different ways to make their own caterpillar. This includes filling tights with soil and making a cress caterpillar plant.

The childminder is a positive role model. Children are polite and behave well. They play together happily and share and take turns. They play games where they wait patiently and encourage and applaud each other as they sing songs to one another. Children have good opportunities to develop their physical skills. For instance, they visit the park routinely and are confident to use challenging climbing and balancing equipment safely. The childminder teaches children about other people's similarities and differences from around the world. This includes cultures and language. For instance, children learn simple words, such as goodbye in Spanish and learn about Iranian traditions.

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

- The childminder establishes very positive relationships with children and gets to know them well. This includes understanding what makes them unique. Children feel safe and secure in her presence. They seek her out to play games together. All children have a positive attitude towards their learning and enjoy their experiences.
- The childminder builds and maintains positive relationships with parents and keeps them fully informed about their children's learning and achievements. She shares useful information to support children at home, such as toilet training tips and ideas. Parents speak highly of the childminder and praise the childminder's kindness, energy and enthusiasm. They state they would recommend her over and over again.
- The childminder communicates effectively with other early years professionals. She provides children with a good level of consistency to their shared care and learning experiences. For example, she routinely shares key information and next steps in children's learning with staff at settings children also attend.
- The childminder supports children to develop some good communication skills. For example, she provides a language-enriched environment. Children hear a wide range of words as they listen to stories and sing songs. However, the childminder does not consistently provide children with enough time to think and then respond to the thought-provoking questions she asks them. Therefore,

children do not have consistent opportunities to build on their developing communication skills even further.

- The childminder is overall successful in ensuring that her home is hygienic and safe. Children learn about the importance of healthy eating. For example, they cut and prepare a wide range of fruit for snack. However, the childminder does not always consistently reinforce consistent and thorough hygiene practices. Therefore, on occasion, children do not consistently understand and follow hygiene rules, such as washing their hands before mealtimes.
- The childminder reflects upon her practice daily. She evaluates how well she has engaged children in their learning experiences and considers what she will do differently next time. The childminder uses her findings to support her future activity plans.
- The childminder is proactive in ensuring that she continues to build on her skills and keep her knowledge up to date. For example, she carries out independent reading and research. She has attended beneficial training. This includes learning about positive ways to help children enjoy and engage in their play experiences. As a result, the childminder plans opportunities that she knows children will enjoy. This helps her to ensure that she supports all children to make good progress, including those who speak English as an additional language.
- The childminder helps children to develop skills to support their future learning and help prepare them for their move to school. This includes helping them to enjoy mark making and develop their pre-writing skills to help prepare them for formal teaching about writing as well as encouraging them to be independent and complete their own tasks.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge and understanding of safeguarding and child protection policies and procedures. She has a secure and confident understanding of the signs and symptoms of abuse that may highlight a potential concern. The childminder knows who to contact to seek advice and how to follow up any issues. The childminder attends regular safeguarding training and keeps her knowledge up to date. The childminder teaches children how to keep themselves and others safe. For example, when they walk in the community, they learn about the rules of how to cross the road safely, such as 'stop, look and listen'.

What does the setting need to do to improve?

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

- provide children with enough time to think and then answer the thought-provoking questions they are asked

- support children further to consistently follow good hygiene routines.

Setting details

Unique reference number	EY425018
Local authority	Kent
Inspection number	10308339
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	2 to 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	16 March 2018

Information about this early years setting

The childminder registered in 2011. She is located in Tunbridge Wells, Kent. The childminder operates all year around, from 8am to 6pm, Monday to Thursday. The childminder provides funded early education for three-year-old children.

Information about this inspection

Inspector

Kelly Hawkins

Inspection activities

- This was the first routine inspection the childminder has 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 her practice.
- The inspector carried out a learning walk with the childminder. The inspector assessed the impact of the quality of interactions and the learning opportunities she provides children.
- The inspector viewed the indoor and outdoor learning environments.
- The inspector reviewed written documentation. This included safeguarding and child protection policies and procedures.
- During the inspection, the inspector spoke to the childminder and the children at convenient times and reviewed written feedback from parents and considered their views.

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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