

Childminder report

Inspection date: 29 November 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

The childminder provides children with a safe and nurturing learning environment. Children enter the setting well and know where to find their favourite toys and resources. The childminder gets to know all of the children in her care. For example, when they first start at the setting, she observes children closely. She finds out what their interests are and provides resources that appeal to their age and stage of development. The childminder encourages children to form secure attachments with her assistants. Children show that they are settled by seeking out these familiar adults for comfort.

Children behave well with the childminder and her assistants, who encourage activities to ensure children practise taking turns and sharing. The childminder encourages perseverance and uses praise to celebrate children's achievements. Children demonstrate positive behaviour.

The childminder places a strong emphasis on outdoor learning and outings in the community. For example, she takes children to visit the local parks, nature reserve and castles. Children thrive during activities that they may not have experienced before. This supports the children in preparing them for their future success.

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

- Overall, the childminder has high expectations of the children's learning. She finds out what children know and can do and provides spontaneous opportunities to extend their knowledge and skills. Children, including children with special educational needs and/or disabilities, are challenged in their learning and make good progress. However, at times, the childminder does not have a clear intent for all of the varying ages of the children in her care. This does not always place a sharp enough focus on what she wants children to learn to help them to make the best possible progress.
- The childminder positively encourages children's love of books. She makes regular visits with the children to the local library and introduces them to storytelling through action songs and nursery rhymes. They carefully choose books that stimulate their interests. This promotes children's development in literacy and exposes them to a wide range of themes and topics to enhance their curiosity for learning.
- Children gain an understanding of how to keep themselves healthy and safe. For example, they try different fruits and discuss how these foods contribute to feeling strong and well. The childminder supports children's knowledge of safety. For instance, she models and talks to the children about crossing the road. As children play on the park equipment, she reminds them to tread carefully and not to step too high without her support. This helps children to become

confident in their abilities as well as learning about possible risks and hazards.

- The childminder supports children's language development well. When children mispronounce a word, the childminder repeats the word back correctly. She asks them questions and comments on what they are doing. The childminder is aware of how to support children who speak English as an additional language to communicate their needs. However, the childminder's assistants not always as engaging. For example, they do not consistently take opportunities to use routine activities to further develop children's language and communication skills. In addition, they do not always recognise and respond to children's emerging interests quickly enough to further extend their learning.
- The childminder understands the importance of working closely with local nurseries and schools where children's early education is shared. She also ensures that she communicates well with parents to share information about children's progress. This helps to support a consistent approach to children's learning and development.
- The childminder is reflective and identifies areas of her practice that she could improve. She is eager to broaden her knowledge and build on her practice. The childminder has worked closely with local authority specialists. This has helped to improve the learning experiences that she provides for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants have a secure understanding of their safeguarding responsibilities and of local safeguarding partnership procedures. They recognise the signs of abuse and know how to respond to any concerns they may have about children in their care. The childminder and her assistants understand their duty to be vigilant to possible indicators that a child or family may be at risk of being drawn into extremist behaviours. The childminder knows how to respond should there be any allegations made against her or her assistants. She attends regular safeguarding training to keep her knowledge current.

What does the setting need to do to improve?

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

- develop the planning of learning intentions more sharply for individual children to help them make the best possible progress
- strengthen the support for assistants in improving their interactions with children to improve children's language development and extend their interests in a wider range of learning.

Setting details

Unique reference number	2704151
Local authority	Kent
Inspection number	10319787
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 6
Total number of places	4
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in the Kingsgate area of Broadstairs, Kent. She works with two assistants. The childminder operates all year round, from 6.30am to 6pm, Monday to Friday. She provides funded early education for children aged two, three and four years.

Information about this inspection

Inspector

Kate Williams

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 setting.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Parents shared their views on the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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