

Childminder report

Inspection date: 5 June 2024

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	Good
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What is it like to attend this early years setting?

The provision is good

The childminder provides a warm, nurturing and friendly atmosphere at the home. She has established very secure settling-in procedures that focus on the individual needs of the children. Children are familiar with daily routines and form close relationships with the childminder. For instance, children enjoy a reassuring cuddle from the childminder before carrying on playing with their friends.

Children are busy and feel safe and secure as they explore. For example, the childminder encourages babies to hold on to furniture as they pull themselves up to standing. She supports them as they build their muscles in preparation for walking. Older children balance and take managed risks in their play. For instance, they ride their scooters and tricycles down the small slope in the garden. The childminder is fully aware of the need to ensure that children have extensive opportunities to build their physical skills.

The childminder provides children with a wealth of experiences to learn about nature. For example, the children excitedly wait for the last butterflies to emerge from the chrysalis so that they can go to the woods to release them. The childminder teaches children about life cycles as they investigate the world around them.

The childminder is passionate about encouraging children to develop their interest in literacy. The children enjoy reading books to friends and listening to the childminder read aloud to them. The childminder provides children with a wide range of opportunities to develop their early writing skills. For example, they create patterns using a variety of materials such as chalks and pencils.

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

- The childminder is dedicated to supporting children and their families. She reflects on and evaluates the quality of the service she provides. The childminder is committed to developing her practice. For example, she has recently updated her special educational needs training. The childminder understands the importance of ensuring her assistants have the required knowledge and skills to undertake their roles.
- Communication and language development is a high priority for the childminder. She encourages children to listen to the beat of the music. The children excitedly clap their hands and bang the drums to the rhythm. The childminder offers the children a range of familiar and new songs to sing along to. As a result, the children hear a rich variety of vocabulary to strengthen their language skills.
- The childminder makes effective use of photos and activities to engage the children in conversations. However, on occasion, the childminder does not give

children enough time to respond to her questions. For example, she moves the conversation along too quickly, before allowing children time to reply.

- The childminder provides children with a high-quality, well-designed curriculum. There is a clear intent for learning. The childminder understands the importance of monitoring how activities impact on children's learning. She has a good knowledge of each child's stage of development and next steps. For instance, at snack time, the children practise cutting up fruit using a safety knife. The childminder encourages the children to count the pieces of pineapple and strawberry with her as they place them in the bowl. She incorporates mathematical language into children's play effectively.
- Children's behaviour is appropriate to their stage of development. The childminder talks to the children about how they are feeling to support them to deal with their emotions. The children are kind to their friends and eager to help. For instance, the children take turns to use the balancing board. The older children kindly show the younger children where to place their feet on the board so they are steady. The childminder makes good use of praise to recognise these acts of kindness. She is clear and consistent with her behaviour management.
- The childminder has established very positive relationships with parents. They speak highly of the childminder and the good-quality care and education she provides. The childminder keeps them informed about their children's progress. She sends out regular newsletters about activities and events. This helps parents to support children's learning at home.
- The childminder plans a variety of child-focused and adult-led activities. However, at times, the childminder is not sufficiently prepared for some focused activities. Consequently, younger children are sometimes kept waiting and are not as engaged in the activities as their older peers.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- develop strategies to support children's emerging language and communication skills
- strengthen the organisation of focused activities to ensure that younger children are fully engaged in their learning.

Setting details

Unique reference number	101946
Local authority	Kent
Inspection number	10346906
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	0 to 11
Total number of places	6
Number of children on roll	13
Date of previous inspection	10 August 2018

Information about this early years setting

The childminder registered in 2000. She lives in Ashford, Kent. The childminder has two assistants registered to work with her. She operates Monday to Friday, from 7.30am to 6pm, for most of the year. The childminder receives funding to provide free early education for children aged two and four years. The childminder holds a relevant early years qualification at level 3.

Information about this inspection

Inspector

Sara Garrity

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 and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The inspector spoke to children to find out about their time at the setting.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- During snack time, the inspector carried out a joint observation with the childminder.
- The inspector considered the views of parents through face-to-face discussions and written testimonials.

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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