

Childminder report

Inspection date: 23 March 2022

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 enjoy their time in this safe and secure setting. They have formed strong bonds with the childminder and with each other. The childminder has clear boundaries and routines which children understand and follow. For instance, a child throws a pipette and the childminder explains that it is dangerous to throw things in case someone is hurt. The child does not repeat the action. Children behave well; sharing and taking turns, needing few reminders. For instance, they take it in turns to run their cars down the ramp. There is much laughter as they spray water outside and make footprints. The children have great fun pouring and squirting water into different containers.

The childminder provides children with a healthy diet, taking into careful consideration any food allergies they may have. She gently reminds them to say, 'please and thank you,' and this helps them to develop good manners. She encourages children to understand the dangers of the sun, explaining why they need to wear sun cream outside. The children move around the setting freely and confidently, choosing their own resources from the wide range available. They learn to manage their own self-care, such as washing their hands before eating and fastening their shoes.

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

- The childminder has a clear understanding of children's starting points. She plans suitable learning experiences to help them make good progress. Where she finds gaps in learning, she provides appropriate activities to help close these gaps. She discusses these with parents and gives them advice as to how they can support their child at home. If necessary, she seeks support from external professionals.
- Parents speak highly of the childminder. They are appreciative of the detailed daily feedback they receive. The childminder works with parents when children join her setting, to agree their starting points and next steps. Parents are confident that their children are well cared for.
- The childminder effectively supports children's speaking and listening skills. She repeats words and phrases back to children, helping them to pronounce words, such as, 'banana,' correctly. However, occasionally, she misses opportunities to develop their understanding and use of comparative mathematical language, such as, 'bigger or smaller' than.
- Children enjoy threading and creating models from construction equipment and this helps to support their fine motor skills. However, the childminder does not consistently encourage children to be independent during mealtimes. For example, she does not encourage children to complete tasks for themselves that they are capable of doing. This does not fully support their independence skills.

- The childminder is reflective about her practice. She has completed a range of courses to improve her skills and knowledge and has plans to complete a training course to extend her professional qualifications. She has used a local authority grant to improve the range of activities available for children to engage in to support their imaginary play, such as an outside play house and mud kitchen.
- Outside, children enjoy playing in the fresh air. They play collaboratively with each other and with the childminder, rolling and catching the ball, which helps to develop their physical skills. Children are fascinated by the sight of a dove sitting on a nest at the side of the house.
- Children happily lead their own learning. Together, they gather food items and decide to have a birthday party, enthusiastically singing 'Happy Birthday'. The childminder encourages them to name the different foods and uses good questioning to help them think about the things they need for a birthday party, such as plates and cups.
- The childminder has links with the other settings children attend, including school. She shares information about children's learning and development and this helps to ensure consistency of care and education. She supports children to ensure they are ready for school.
- Children show pleasure in books. They choose their favourite stories and ask the childminder to read to them. They turn the pages and find familiar items, such as the egg and the caterpillar. The childminder supports them in naming the different fruits.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a thorough knowledge of how to keep children safe from harm. She recognises the signs and symptoms that may suggest a child is at risk of harm, including from radicalisation or exploitation. The childminder knows who she needs to contact if she has any concerns about a child's safety or welfare. She has clear procedures in place should an allegation be made against her, or a member of her family. The childminder checks her premises each day to ensure that there are no risks to children's safety.

What does the setting need to do to improve?

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

- provide more opportunities for children to practise their self-care skills to help to increase their independence
- ensure that children are more frequently introduced to a wider range of specific mathematical language, such as comparison of size.

Setting details

Unique reference number	2504729
Local authority	Kent
Inspection number	10207742
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 2
Total number of places	3
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder lives in Tonbridge, Kent. She offers care from 7.30am to 6pm, Monday to Friday, throughout the year, with the exception of public and family holidays. She offers funded places for children aged two-, three-, and four years of age.

Information about this inspection

Inspector

Jill Thewlis

Inspection activities

- This was the first routine inspection the provider 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 her evaluation of the provider.
- The childminder took the inspector on a learning walk and discussed the learning opportunities provided.
- The inspector and the childminder observed children during their play and discussed the learning that took place. The childminder talked about children's next steps.
- The childminder talked about her responsibilities to keep children safe from harm at all times and the steps she takes to ensure their safety.
- The inspector reviewed a range of documentation relating to safeguarding, suitability and record keeping.

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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