

Childminder report

Inspection date:

24 November 2021

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Not applicable

What is it like to attend this early years setting?

This provision meets requirements

All children are happy, confident and settled. They enjoy their time with the childminder and are excited to attend after school. Children are independent. They choose their own play and complete their own tasks. Children are eager to engage in the play opportunities that the childminder carefully plans for them. For example, children talk about rainbows, make three dimensional rainbows and go on to sing songs about them. Children have a vast range of opportunities to be creative. They make interesting items, such as fragranced soap and wooden key holders, and they decorate ceramic plates.

Children gain secure social skills. They behave well and are polite. For example, they ask to leave the table once they finish snack. Children recap the rules and remind each other of them. They know what is expected of them. This includes treating each other with respect. Children are keen to be rewarded with achievement points for their positive behaviour and acts of kindness. Children recently discussed anti-bullying week and wrote a letter to their friends containing kind words they wished to share with them. Children enjoy physical play. They include each other in a variety of team games and follow rules and instructions. For example, they enjoy cricket, football, pool and table tennis.

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

- The childminder establishes positive relationships with children. She gets to know their individual personalities well, including their likes and dislikes. This enables her to plan activities and play opportunities that she knows will interest and motivate children. Children have a good sense of belonging and positive levels of well-being and self-esteem. They enjoy the company of the childminder and enjoy their time at the club.
- The childminder encourages children to take ownership of their time with her. For instance, she asks children to share their ideas and what they would like to do for future activities. Children independently choose their own play and share what they would like to do with confidence. The childminder implements their suggestions into the activity plans. This helps children feel valued and listened to.
- The childminder effectively evaluates her practice, together with children. For example, she has daily discussions to talk about how much the children enjoyed their play experiences. The childminder uses her findings to support her future plans. The childminder highlights that she would like to build on the range of resources even further, such as adding more planting equipment. The childminder completes a wide range of training to help keep her knowledge and skills up to date. For example, she has recently learned about how to teach

children to remain safe online.

- The childminder establishes positive relationships with parents and keeps them fully involved and informed. For example, she passes on any information from teachers about their children's time at school. The childminder shares what children have enjoyed doing with her. This includes sharing activity suggestions that parents may enjoy doing at home, together with their children. For instance, different art and craft ideas.
- The childminder builds and maintains positive partnerships with the teachers at the school that she collects children from. She speaks to them at each collection about the children's day and what they have enjoyed doing. The childminder talks to the children about their day at school. This helps her to provide children with a consistent link between school and her home.
- The childminder supports all children to learn about peoples' similarities and differences from outside of their own community and from around the wider world. This includes different races, cultures and beliefs. For example, children learn about different religions, such as Sikhism and Hinduism.
- Children are confident to communicate their thoughts and ideas. This includes during role-play activities, where they make up their own fantasy scenarios and share them with their friends with confidence.
- The childminder ensures that children have a clear understanding of the importance of healthy lifestyles. For example, they independently follow good health and hygiene routines. This includes regular and thorough handwashing.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge and understanding of her safeguarding and child protection policies. She knows who to contact for advice and how to identify and report any potential concerns. The childminder routinely attends training to help ensure that she keeps her knowledge up to date. The childminder completes detailed risk assessments to help keep children safe. Children take an active role in risk assessments and know how to keep themselves and others safe. For example, they discuss how to remain safe when using the internet. Children learn about the rules of how to cross the road safely on the walk back to the childminder's home from school.

Setting details

Unique reference number	2526771
Local authority	Kent
Inspection number	10208319
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	4 to 9
Total number of places	6
Number of children on roll	11
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She is located in Tunbridge Wells, Kent. The childminder cares for children from Monday to Friday, from 7am to 9am and 3pm to 6pm, term time only. The childminder has a relevant early years qualification at level 3.

Information about this inspection

Inspector

Kelly Hawkins

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 provider and has taken that into account in their evaluation of the provider.
- The inspector carried out a learning walk with the childminder. The inspector assessed the impact of the quality of the childminder's interactions with children and the play opportunities she provides them.
- The inspector viewed the indoor and outdoor environments.
- Written documentation was reviewed. This included safeguarding and child protection policies and procedures.
- At convenient times during the inspection the inspector spoke to the childminder and children 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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