

Childminder report

Inspection date: 22 June 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

The childminder provides a stimulating, loving and warm environment for the children. Children are confident and happy to talk to visitors, demonstrating how secure they are in the home. The childminder has high expectations for children's behaviour. The childminder and her assistants are a good team and act as positive role models for the children. The children behave very well and use good manners. The childminder and assistants provide children with a lot of praise. This helps to boost their well-being and self-esteem.

Children have ample space to play and there is a wide range of well-organised resources to choose from, indoors and outdoors. They are self-motivated to play and explore. Children know where their favourite toys are and very happily focus on self-chosen activities. Children are developing the skills they need in readiness for the next stage in their learning.

Children develop a good understanding of the natural world. For example, they relish the opportunity to grow and nurture their own tomatoes in the garden. Children thoroughly enjoy finding insects and are gentle, kind and most considerate of how to help the insects thrive in the childminders garden. These positive experiences help children to learn about the natural environment and develop an awareness of caring for the world around them.

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

- The childminder and her assistants have a good knowledge of the children in their care. They use their ongoing observations to understand children's levels of achievement, interests and learning styles. The childminder and assistants incorporate children's next steps in learning to help support their development.
- Partnerships with parents are strong. The childminder exchanges frequent information with them about children's progress. Parents comment on how well their children have settled with the childminder and assistants and recognise the progress they have made in her care. The childminder proactively works with other professionals, including other settings the children attend. This helps to provide children with good continuity of care and learning.
- The childminder and her assistants support children's early communication skills well. They clearly emphasise keywords within their interactions, introduce new vocabulary and model the correct pronunciation of words. Children listen carefully and respond to their guidance. This helps to support their understanding and speaking.
- Mathematics is part of everyday activities. Children are encouraged to count for a purpose and to recognise numbers. Children understand the concepts of more and less and compare sizes and quantities in their play and exploration.

- Children make good progress in their physical development. Adults provide challenges to help develop children's balance and coordination skills. For instance, children persevere as they practice accurately hitting the soft balls with tennis rackets. Children are gaining a good understanding of healthy lifestyles. For example, they follow good health and hygiene routines and engage in discussions about healthy food choices. The childminder provides nutritious snacks that the children thoroughly enjoy.
- The childminder and her assistants reflect on what they do with the children and adapt the activities and experiences that they provide to support children's learning. The childminder makes use of training to extend her knowledge of safeguarding matters. Although she reflects on her practice regularly, there is scope to increase professional development opportunities even further to enable her to gain more in-depth knowledge and to raise the quality of teaching to the highest possible level.
- The childminder and her assistants effectively encourage children's love for books and stories. For example, children freely access books from a range available to them. They readily choose books to read with the adults or look at independently. However, support for children's literacy, such as their early writing skills, is not as effectively embedded.
- Children develop a good understanding of diversity beyond their immediate family. For example, the childminder provides positive cultural images, books and role-play resources for the children to explore.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants have a thorough understanding of child protection. They know how to keep children safe. They know who to contact and what to do if they have concerns about children's welfare or think a child may be at risk of harm. The childminder and her assistants are confident with the process to follow if they have concerns about each other's conduct. The childminder ensures she and her assistants complete safeguarding training.

What does the setting need to do to improve?

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

- focus on training and development opportunities that extend knowledge and help raise the quality of teaching to the highest possible level
- strengthen support for children's literacy skills, in particular their early writing.

Setting details

Unique reference number	2549092
Local authority	Kent
Inspection number	10232975
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 14
Total number of places	9
Number of children on roll	15
Date of previous inspection	Not applicable

Information about this early years setting

The childminder cares for children from Tuesday to Friday from 7.30am to 5.30pm, all year around. She works with two assistants. She accepts funding for the provision of free education for three- and four-year-old children.

Information about this inspection

Inspector

Kimberley Luckham

Inspection activities

- This was the first routine inspection the setting 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 her evaluation of the setting.
- The inspector looked at a sample of documents and certificates.
- The inspector spoke to the childminder, assistants and children at various points throughout the visit.
- The inspector took account of the views of parents through written feedback.
- The inspector held a discussion with the childminder and her assistants to understand how the early years provision and curriculum are organised.
- The inspector observed the childminder to assess the quality of education.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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