

Childminder report

Inspection date: 8 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

Children are happy and content in the childminder's care. They respond well to the childminder's calm and caring manner, which helps children and babies to feel safe and secure. Children are kind and caring to each other. They readily share resources and patiently wait their turn. Children are curious learners. They enhance their problem-solving skills as they explore and investigate outdoors. For example, when children discover a leak in the sink of the toy kitchen, they place a bowl underneath to catch the drips.

Children enjoy many opportunities to play outside and enhance their physical skills. For example, babies and toddlers confidently climb on and off a rocker. Children also enjoy walks to the local woodland, where they learn about nature as they explore leaves and twigs.

Children have many opportunities to develop their communication and language skills. For example, they listen carefully to the childminder as she reads stories and sings songs with them. They learn new words, such as 'square' and 'rectangle', when completing a puzzle. Furthermore, they build on previous learning as they narrate their play. For instance, older children explain: 'I'm catching water to give to plants so they grow into trees.'

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

- The childminder has strong bonds with children and babies, which successfully supports their emotional well-being. For example, she gives babies cuddles and reassurance to help them settle. Additionally, the childminder gives children lots of praise and encouragement, which helps to enhance their self-esteem.
- The childminder uses effective strategies to help close gaps in children's learning and development that are possibly due to the COVID-19 pandemic. For example, she takes children to play groups and soft play areas to help promote their social skills and confidence.
- The childminder observes children's play and uses assessment well to monitor children's learning and developmental progress. She plans activities that follow children's interests to build on children's knowledge. For example, children who are interested in numbers enjoy cutting numeral shapes in play dough. This helps to enhance early number recognition skills. However, occasionally, there are times during activities when younger children are not as well engaged.
- Children behave well. The childminder is an excellent role model for children. She is polite and respectful and demonstrates good manners. Children listen to her gentle reminders to share and take turns. This successfully helps them to develop their social skills.
- Parents speak highly of the childminder. They explain how supportive and

flexible she was when their child was settling into the setting. Furthermore, they comment on the educationally stimulating environment and how happy their children are with the childminder.

- The childminder is reflective and regularly evaluates her service by gaining feedback from parents, children and local authority advisers. This assists her to identify any areas for development to help ensure that her care and teaching are of consistently high quality.
- The childminder promotes children's independence well. She provides lots of opportunities throughout the day for children to make their own choices. For example, all children choose what they want to play with and toddlers learn how to wash their hands.
- The childminder supports children's emotional well-being effectively. For example, when babies are unsettled, she gives them reassuring cuddles to help them feel safe and secure. The childminder gives plenty of praise and encouragement which helps to promote children's confidence and self-esteem.
- The childminder has completed a range of training, which has a positive impact on children's learning and development. For example, following completion of a communication course, the childminder labels her toyboxes, which helps to enhance children's independence and literacy skills. Furthermore, she regularly meets with other childminders to share ideas to help keep her childminding practice up to date.
- The childminder uses many ways to keep parents up to date with their child's learning and development. For example, they receive daily feedback and termly progress reviews, which include children's next steps in learning. However, the childminder does not always seek detailed information from parents about what children already know and can do when they start to help her plan for children's learning needs from the outset.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has completed safeguarding training. She knows the signs of abuse or neglect and the processes to follow if she has concerns about children's welfare. She fully understands her responsibilities in the event of an allegation being made against a household member. The childminder supervises children well and provides a safe and secure environment for children to learn and play. She completes daily checks of her premises to identify and minimise potential hazards for children.

What does the setting need to do to improve?

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

- seek more detailed information from parents about their children to establish

starting points and build on what children already know from the outset

- consider further how to adopt adult-led activities to ensure that children of all ages can join in.

Setting details

Unique reference number	2569197
Local authority	Kent
Inspection number	10239410
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	4 to 1
Total number of places	6
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder was registered in 2020 and lives in Tunbridge Wells, Kent. She operates all year round from 8am to 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder receives funding for the free education of children aged three and four years.

Information about this inspection

Inspector

Michaela Borland

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 observed the quality of education being provided and assessed the impact this has on children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector viewed a range of documentation, including policies and Disclosure and Barring Service checks.
- The inspector spoke with the childminder and children at appropriate times during the inspection.

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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