

Childminder report

Inspection date: 31 October 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 playful, happy and safe in this home-from-home environment. They form very strong bonds with the empathetic and friendly childminder. Children know they can turn to her for comfort, help and support during play. For instance, children spontaneously hug the childminder throughout the day.

Young children develop their social skills as they learn to share and take turns. At times, when they find this difficult, the childminder is swift to offer them support and reassurance. She speaks with the children in a way they understand. This helps them to respect one another's individual needs and to develop and maintain their friendships. Young children develop their physical skills when they play football outside, sing, dance and build train tracks across the floor. They delight in sharing these activities together as they practise and repeat new skills. With support, they begin to challenge their own skills, such as by climbing up the steps of the slide.

Children are interested in the world around them and enjoy different trips out with the childminder. For example, children go to the local library, take walks in the woods and the park and visit the shops. This helps to broaden children's experiences of the wider community and encourages them to develop a love of learning for the future.

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

- The childminder is a very dedicated and reflective practitioner. She evaluates her provision to ensure she provides children with the opportunities they need to succeed and learn. She uses assessments, such as the progress check at age two, to highlight areas where children may need more help to achieve their developmental milestones.
- The childminder knows children well, including their preferences and interests. She uses this information effectively to plan stimulating activities. However, sometimes, the curriculum is not sequenced in a way that builds on what children can already do or know. This means that there are times when the expectation of children's learning is pitched too high or too low for their actual ability. That said, the childminder is ambitious for the children and wants them to have the skills they need for when they go to school.
- Children's communication and language skills are good. They know a wide range of songs and stories. Children love singing with the childminder, who enhances their fun by introducing musical instruments and actions. The childminder sits at the children's level and engages in conversations. For instance, she asks children about their knowledge of dinosaurs when a child notices a picture of one on another's t-shirt. She listens carefully and gives children new words to describe

what they know.

- Children are polite and respectful. The childminder expects children to follow the rules of the house. These are age-appropriate and help to create a safe and happy space for children to play. The childminder is quick to offer cuddles and words of support when children feel emotional or tired. This provides them with the certainty and reassurance that their care needs will always be met.
- The childminder provides lots of opportunities for children to strengthen their muscles and develop their physical skills. She ensures children spend time outside every day in the fresh air. Children practise their fine motor skills, such as when they build with bricks or draw on the patio with chalks.
- Children demonstrate perseverance and are willing to try new skills. For example, young children concentrate hard to thread large beads. They share their delight and pride with the childminder when they succeed. The childminder encourages children to be independent, such as when they put on their boots to go outside. This helps children to develop their self-esteem and self-confidence.
- The childminder speaks with parents every day about what their children have been doing. However, she does not regularly share information with them about how they can support their children's learning further at home. Some children also attend other settings that the childminder has no contact with. This does not provide the highest levels of communication between everyone who is responsible for the continuity of children's learning, care and development. However, parents love the relationship they and their children have with the childminder. They comment on her warmth and generosity.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands how to keep children safe. She knows the signs and symptoms of abuse and how to refer children in a timely manner should she have concerns about their welfare and safety. The childminder continues to update her training and knowledge of all safeguarding issues, such as county lines and grooming. She knows how to respond if she is concerned that a child is in danger of extreme views and radicalisation. The childminder knows what to do should an allegation be made about her or a household member. She helps children learn to keep themselves safe, such as climbing safely on outdoor apparatus.

What does the setting need to do to improve?

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

- strengthen planning to make sure that activities have a clear intent and match children's individual stages of development more accurately
- review and improve arrangements to share information about children's learning with their parents and other settings that they attend.

Setting details

Unique reference number	2585241
Local authority	Kent
Inspection number	10251110
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	2 to 3
Total number of places	3
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Pembury, near Tunbridge Wells, Kent. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. She receives funding to provide free early education for children aged two, three and four years old.

Information about this inspection

Inspector

Alison Martin

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 spoke with the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the childminder with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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

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