

Childminder report

Inspection date: 8 June 2023

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 thrive in this nurturing, calm and caring environment. The childminder works alongside her co-childminder and her assistant. This gives the children opportunities to build good relationships with a larger group of children. Children can frequently be heard singing away to themselves as they play, giggling with their friends and engaging in imaginative games.

Children develop a very positive attitude to learning. They quickly learn about how to socialise, explore the environment and show care and kindness. Once they have finished playing with a resource, they take the time to tidy it away and set it out again for their friends. Children often ask others to come and play with them, making a space and sharing the resources. They enjoy playing with play dough, building tall towers and making up games with animal figures together. They enjoy group stories, where they snuggle under a blanket and lean on the childminder's arm for comfort.

The children benefit from a welcoming environment, which provides them with a broad range of learning experiences. They are often given the opportunity to make choices and decisions about their play. They are very self-motivated to play and learn. Children are exceptionally well prepared for school. They follow instructions clearly, are highly independent and enjoy following a structured routine to their day. They enjoy group times to extend their learning. For example, children take pride in showing they have learned Spanish and early musical skills.

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

- The childminder provides a carefully planned curriculum to engage and excite the children. She plans termly themes around different continents, animals and flags, which the children really enjoy. The childminder has a very good understanding of the way children learn. Over time, she carefully builds on what children can do. This very effectively helps children master new skills. For example, she delivers a carefully planned series of activities that ensure children develop all the muscle control they need to be able to hold a pencil and begin to write recognisable letters.
- The childminder immerses the children in a language-rich environment. The assistant is good at using questioning to support children to deepen their understanding. She regularly introduces new vocabulary, such as 'coil' and 'habitat', when talking about animals.
- The childminder completes regular assessments of the children to identify any areas of need. She plans targeted large-group and small-group sessions to address these needs, such as playing games for taking turns. At times, during large-group sessions, younger children do not receive consistently effective

support to help them focus and engage well. This does not ensure that they are benefiting from all the learning on offer.

- Children show they have great focus and perseverance in their self-chosen play. The childminder knows when to intervene to support children to be able to complete learning activities. Children engage for long periods of time, transferring water from one container to another using a pipette, finding the correct key to unlock each padlock and writing their name correctly. This positive attitude means that children very rarely leave an activity until they have mastered the new skill.
- The childminder supports the social and emotional well-being of the children. She provides 'grace and courtesy' group sessions to model behaviours and support children to learn these skills. She speaks sensitively to children when they are upset and supports them to try to understand and name their feelings. This supports them to build secure friendships.
- Children learn about people and cultures beyond their own experience. Different cultures are reflected in the resources and language used. For example, children regularly hear Spanish. The childminder also gathers items from families to share, such as clothing and jewellery. As a result, children develop an understanding and respect for the diverse world around them.
- Partnerships with parents are strong. Written feedback from parents states that they feel closely involved in their child's care. They value home visits, parents' evenings, daily sharing of information and the learning folder showing progress and achievements. This close working provides a continuity of care and education. Parents say their children make excellent progress, especially with their confidence and communication skills. They say their children thrive here under the 'loving, calm and caring team'.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a good knowledge of the possible signs of abuse and the procedure to follow should they have a concern about a child's welfare. The childminder knows how to deal with allegations made. She uses risk assessment effectively to keep children safe, including on outings. She helps children to understand about keeping themselves safe, pointing out potential risks. For example, she encourages them to sit sensibly when eating and use resources carefully.

What does the setting need to do to improve?

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

- ensure that younger children receive consistently effective support to help them engage well in group activity times.

Setting details

Unique reference number	2618630
Local authority	Kent
Inspection number	10260007
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 4
Total number of places	10
Number of children on roll	18
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Margate, Kent. She operates during term time only, from 9am to 3pm from Monday to Thursday, and 9am to 12pm on Friday. She works with a co-childminder and an assistant. All staff hold a level 3 qualification or above. The childminder is a qualified Montessori teacher and follows this approach. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Nina Harvey

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 and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector carried out a joint observation of an activity with the childminder.
- Parents shared their views with the inspector through written references.
- The inspector observed the interactions between the childminder and children and considered the impact on learning.

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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