

Childminder report

Inspection date: 23 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

The childminder places strong emphasis on supporting children's emotional well-being. She is attentive and caring when children lean in for cuddles. Her home-from-home environment helps to reassure children, encouraging them to settle quickly. The childminder works extremely closely with parents to ensure that children feel safe and settled, adapting sessions to meet their individual needs.

The childminder has high expectations for all children. She sets clear, simple boundaries, which even the youngest children are learning to respect. This helps them to regulate their behaviour and develop their understanding of the rules. Children are affectionate towards one another, giving hugs throughout the day. They are learning how to share and take turns. The childminder gives gentle reminders as she tells them, 'It is kind to share'.

The childminder provides an ambitious curriculum, creating opportunities for children to develop their fine motor skills and hand muscles. As children play with play dough, she encourages them to manipulate and mould it in different ways. For example, she uses words such as 'pull', 'squeeze' and 'squish' as she attentively models the actions, inspiring them to have a go. Children develop their imaginations as they use cupcake cases, pretending to make birthday cakes. As a result, children are developing their confidence and curiosity while they explore and play.

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

- The childminder uses her secure knowledge of child development effectively to support children's learning. She knows the children very well and uses their specific interests to grasp their attention. For example, she provides them with mark-making resources, such as water and paintbrushes. Children become engrossed in drawing shapes and lines. They develop their gross motor skills and hand-eye coordination as they move the brushes back and forth. Overall, children are making good progress.
- Partnerships with parents are strong. Parents speak incredibly highly of the childminder, commenting on her level of knowledge and the valued advice they receive. They comment on their children's growth in confidence since attending and feel well informed about their daily activities and progress.
- The childminder promotes children's communication and language skills effectively. She provides a language-rich environment, engaging in singing nursery rhymes and reading stories to children. Children are beginning to develop a love for books as they select their favourite story. They listen intently to the childminder as she reads, showing high levels of enjoyment while looking at the pictures together. Children show positive attitudes towards their learning

as they develop good literacy skills.

- The childminder provides plenty of opportunities for children to develop their understanding of mathematics. For example, she encourages children to count the balls they find in the garden. She also talks to children, asking them what shapes they can see in the environment. Children confidently identify a 'star'. Children show good concentration skills as they work hard to complete a numbered puzzle board. These activities help children to embed their prior knowledge.
- Children are encouraged to develop their awareness of different people. For instance, the childminder uses small figures during play to teach children about similarities and differences. Children become fascinated as they recognise one person is wearing glasses. This promotes a discussion about different family members who also wear glasses. This helps children to reflect on differences and learn about what makes them unique.
- The childminder takes the children on regular walks to familiar places. For example, they visit the local woodland, and they feed the ducks. However, she does not fully consider how to build on this and provide children with additional and different opportunities to help them learn about their community.
- The childminder is dedicated and caring within her role. She is extremely passionate about providing children with the best opportunities. She has completed mandatory training. However, she has yet to seek different opportunities to enhance her knowledge of how she may need to adapt her curriculum for different children in the future.

Safeguarding

The arrangements for safeguarding are effective.

The childminder displays a secure knowledge of the potential signs and symptoms of abuse. For example, she knows the children very well and feels confident in recognising any sudden changes in their behaviour. She has completed safeguarding training and has procedures in place if she had concerns about a child's welfare and safety. The childminder knows who to contact should an allegation be made against herself or a family member living in her household. The childminder risk assess her environment effectively to ensure it is suitable for children to use.

What does the setting need to do to improve?

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

- strengthen opportunities within the curriculum to help children learn about the community in which they live
- seek highly effective professional development opportunities to further enhance understanding of how to support all children.

Setting details

Unique reference number	2636358
Local authority	Kent
Inspection number	10295678
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 2
Total number of places	5
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and is located in Ashford, Kent. She offers care between 8am and 5.30pm, Tuesday to Friday, all year round. She holds a relevant level 3 qualification.

Information about this inspection

Inspector

Jasmine Nelson

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 provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- Children communicated with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting 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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