

Childminder report

Inspection date: 17 April 2024

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 works with a co-childminder from her co-childminder's home. Children are happy and settled in the childminder's care. They confidently access the resources and activities the childminder has organised. For example, children move freely between the dedicated play spaces and explore a variety of resources, including play dough. Children interact well with each other and the childminder. Children engage in conversation about things they have done at home. For instance, children talk about their recent visit to the dentist. The childminder talks to them about the importance of brushing their teeth. She asks children about the foods they like and if they think they are healthy or unhealthy. Children expand the conversation and ask about other foods, such as birthday cake. The childminder skilfully explains to children about eating unhealthy foods in moderation.

The childminder organises activities to promote children's physical development. For example, she arranges games in the garden using hoops. The childminder explains the rules of the game. She encourages children to practise hopping, jumping and running and reminds children to wait until she says 'go'. Children listen intently and eagerly race each other. The childminder takes time to comfort children who find it difficult to accept when others win races. The childminder supports children's understanding of risk and how to stay safe. For example, she explains to children how to ride bicycles safely and the importance of sitting on their chairs properly.

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

- The childminder ensures that she keeps her knowledge up to date and attends regular training courses. She has attended training on how to support children with special education needs and/or disabilities. The childminder has recently updated her knowledge on the changes to the early years foundation stage.
- The childminder and her co-childminder provide each other with regular supervision sessions. They meet up frequently to discuss children's progress, ongoing suitability and any training requirements they may have.
- The childminder observes children and uses assessments to monitor the progress they make. She plans activities that are based on the children's interests. For example, the childminder provides children with a variety of materials to create pictures of butterflies. She encourages children to think about the colours and quantities of the items being used. However, the childminder does not focus her teaching on the specific skills children need to develop and build on.
- Children understand the rules and behave well. The childminder uses praise to promote good behaviour. She reinforces boundaries during children's play, such as turn-taking and sharing. For example, the childminder promotes sharing by

using small-world figures during children's role play. She talks to children about how it makes them feel when they forget to share.

- The childminder listens to children and promotes conversation and discussion. For example, children recall memories of recent trips to the beach, visiting the arcades and buying ice creams. The childminder asks children questions to prompt further discussion. However, she does not always give children enough time to think and respond before asking another question.
- Children's independence is promoted very well. The childminder encourages children to put their own coats and shoes on before going outside. She encourages children to look at their shoes to check they are putting them on the right feet and to persevere with zipping up their coats. The childminder supports children who find this challenging. For example, she starts to zip children's coats up and allows them to finish this off.
- Parents feel the childminder has a close relationship with their children. They are very happy with the care their children receive. Parents are updated on how their children are progressing via an online platform. They receive regular updates on their children's development. Parents feel the childminder takes the time to find out about their family and home life and provides support to children when they need it. For example, parents feel their children's emotions have been supported well when new siblings arrived.
- Children freely access the toilet area and independently wash their hands before mealtimes. Children bring in their own packed lunch. The childminder encourages children to pour their own milk or water and provides support where needed.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- focus teaching more precisely on the skills children need to learn next
- give children more time to think about and respond to questions asked to support their learning and development further.

Setting details

Unique reference number	2646305
Local authority	Kent
Inspection number	10332957
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	3 to 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and works from the home of her co-childminder in Detling, near Maidstone, Kent. She operates all year round, from 7.30am to 6pm, Monday to Thursday. The childminder holds a level 3 qualification.

Information about this inspection

Inspector
Pippa Clark

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.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke to the inspector during the inspection.
- 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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