

Childminder report

Inspection date: 11 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 creates a welcoming environment and has a warm, caring approach that helps children to settle well. She gently helps children to build positive relationships with her and each other, for example, by being calm and patient and explaining the importance of kindness. Children go to her readily for a cuddle or reassurance, and show they feel safe and secure. The childminder makes her expectations clear, so that children quickly understand how to behave well. They wait patiently while she prepares their snack and are helpful when she asks them to tidy resources away.

Children thoroughly enjoy taking part in interesting and varied activities that spark their curiosity and imagination and motivate them to learn. The childminder pays particular attention to introducing children to things that they have not done before in order to broaden their experiences. For example, children spend lots of time outdoors exploring the natural world. The childminder responds to their interests and includes them in decisions about how they want to spend their day. Children eagerly choose when to plant their sunflower seeds. They are excited to copy what happens in a story that the childminder reads to them about plants, and they recall that the seeds will need water to grow. The childminder includes all children well and gives them tasks that are well matched to their age and ability. Children make good progress in their learning.

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

- The provision is well organised, and the childminder is conscientious about offering good-quality care and education for children. She reflects on her practice and is motivated to continually develop her skills and understanding. For example, she has recently completed a course to help to develop her knowledge of child-led play, and is inspired to further extend her qualifications.
- The childminder knows the children she cares for well. She observes them and gains a good understanding of their stage of development and what they are ready to learn next. For example, she quickly identifies any areas where children may need more support. However, she is less confident in linking these next steps in learning to the activities that she plans, so that children's experiences build even more precisely on what they already know and can do.
- Books, stories, and songs are an important part of each day in the childminder's setting. Children eagerly listen to familiar stories and talk to the childminder about what will happen next. The childminder skilfully supports children's communication skills. For instance, she introduces new vocabulary and repeats words correctly to help children learn to pronounce them. Children join in with favourite songs enthusiastically, and play instruments in time with the beat. They develop a love of books and are confident communicators.

- The childminder skilfully weaves mathematics into activities and routines. She encourages children to count as they add petals to a potion or place seeds in the soil. Children learn to recognise numbers and are eager to find the correct numeral in a tub to match the one in a story. The childminder helps children to solve simple problems, such as working out which toy giraffe is the biggest. Children gain useful mathematical knowledge and skills to support their later learning.
- There are good opportunities for children to find out about different families and communities and learn to value one another. The childminder encourages children to share their experiences from home, such as other languages that their family speak. She regularly talks to them in French, and children quickly learn the words to French songs. Children are proud to demonstrate their understanding of the world when they use a globe to find and name different countries.
- With the childminder's support and encouragement, children quickly become more independent and master new skills. The childminder gives children the time they need to complete tasks for themselves, such as spreading toppings on their toast, or pouring milk on their cereal. Children confidently put on their outdoor clothes and wellington boots. They gain important self-care skills and develop self-assurance, which helps to prepare them for their future development and eventual move to school.
- The childminder offers children sensitive support if they struggle with their emotions and shows them how to resolve any disputes. This helps children to get along well together. They follow the childminder's good example and learn to share, take turns, and show concern for their friends.
- Partnerships with parents are positive and the childminder keeps them well informed. She regularly shares information about children's progress and development, which helps parents to support their child's learning at home. However, the childminder has not fully established a regular two-way flow of information with the other early years settings that children attend, to help children to experience an even more consistent, shared approach.

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 activity planning more precisely to build on the next steps for individual children's learning

- strengthen partnerships with the other early years settings that children attend.

Setting details

Unique reference number	2653032
Local authority	Kent
Inspection number	10332970
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	5
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021. She lives in Tonbridge, Kent. The childminder offers care from 8.30am to 6pm, Wednesday, Thursday and Friday throughout the year. She receives funding to provide early education to children aged three and four years. She has a relevant level 2 qualification.

Information about this inspection

Inspector

Rebecca James

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 setting.
- The childminder showed the inspector the premises and discussed how they ensure that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including what she wants children to learn while they are with her.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and inspector discussed the activities provided and the impact that they had on children's learning.
- Parents shared their views of the setting with the inspector.

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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