

Childminder report

Inspection date: 3 June 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

Children are happy in the childminder's home-from-home setting. She takes time to get to know each child well to develop secure relationships. This means that the childminder can respond quickly to children's needs. For example, when they tire, children snuggle up with the childminder and have time to relax. This strong bond shows that the children feel safe and secure in the childminder's home.

The childminder makes excellent use of the local community. Children go on outings most days. They talk about visits to the park to play in the sand pit and meet their friends at the local children's centre. They explore these experiences further at the childminder's home. For instance, they show everyone when they spot a scarecrow in a puzzle that looks like one they see at the local wildlife park.

Children know the boundaries and use friendly behaviour towards each other. For instance, they receive gentle reminders to bounce the light-up balls rather than throw them inside. They share toys and help tidy up. Children get water bottles for those who cannot reach and show them how to push the flip lid to close. Older children are encouraged by the childminder to be positive role models for younger children.

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

- Children enjoy the time that they spend in the garden and outdoor cabin. They put their shoes on by themselves to get ready to go outside. Children develop their gross motor skills using ride-on cars. The childminder reminds children to keep safe by explaining why they should climb up the ladder rather than the slide to reach the playhouse.
- The childminder provides a well-sequenced curriculum for all children. Younger children can develop their fine motor skills with chunky peg puzzles. Older children focus on more complicated puzzles. However, sometimes the childminder does not recognise when children find something too easy to do. This means that children do not always try more challenging things to deepen their understanding and learning.
- The childminder knows each child's stage of learning and uses observations to plan activities that meet children's interests. For example, children practise their counting skills and recognising the correct numeral that matches their age. Children are making rapid progress in their mathematical development.
- The childminder uses effective strategies to develop children's communication and language skills. She asks open-ended questions for the children to recall what they need to make a cake. Children are beginning to use complex words such as 'ingredients'. They hold conversations and tell the childminder about their home life. They talk about their swimming lessons and visit to the cafe.

Children are making good progress in their speaking.

- Children are learning to be independent. Younger children feed themselves and explore their environment. Older children wash their hands before snack and get out what toys they would like to play with. Children celebrate when they manage to use the toilet on their own. This supports their developing personal, social and emotional development.
- The childminder encourages children to make links between what they already know. For example, children are completing a puzzle of a cow. They talk about how a cow needs to eat grass to help produce milk. The childminder asks a child to explain why they do not drink cows milk and have soya milk instead. These discussions allow children to process their knowledge and expand their learning.
- Parents feedback that they love the home from home feel of the childminder's house. They receive information in a variety of ways and like the communication. Parents receive daily logs with details about what their children are doing well and what they are working on next. This means that parents can support their children's development at home.
- The childminder works in partnership with parents to meet children's individual needs. She follows specific advice about toilet training and allergies. However, she has not yet established relationships with some of the other settings that the children attend. This means that information is not shared between settings, and children do not always receive consistency in care and learning.

Safeguarding

The arrangements for safeguarding are effective.

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

What does the setting need to do to improve?

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

- strengthen planning of group activities so that all children receive appropriate challenge and maintain interest
- develop partnerships with other settings that children attend to share information and promote consistency in their care and learning.

Setting details

Unique reference number	2665665
Local authority	Kent
Inspection number	10339423
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	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Aylesford, Kent. She operates all year round, from 8am to 6pm, Monday to Friday, except for family holidays. She holds a relevant early years qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jennie Winchcombe

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 and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the early years foundation stage curriculum.
- The childminder spoke to 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 setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.

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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