

Childminder report

Inspection date: 20 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 and settled in the childminder's care and enjoy their time in the homely environment. The childminder is attentive, playful and kind. She forms secure relationships with the children. She knows the children well and provides them with reassurance and cuddles, which helps them to feel safe and secure.

The childminder encourages children to share resources and wait for their turn. This contributes towards children's growing understanding of the expectations for their behaviour.

The childminder and her co-childminder provide children with many experiences outside of the setting. For example, they take the children for local walks and explore woodlands and parks. This supports children's learning and development and expands their knowledge of the wider world around them.

Children have plenty of opportunities for fresh air and exercise. They have fun playing together in the well-organised garden. For example, they delight at kicking footballs, sliding down the slides and knocking down the skittles with a ball. The childminder extends children's learning through their chosen activities. For instance, she shows the children how they can rearrange the skittles ready to be knocked down again and models counting as she does so.

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

- The childminder works effectively with her co-childminder. Communication between them is strong. They share their thinking throughout the session and evaluate the service provided to meet the needs of all children who attend. Together, they undertake shared training to further enhance their practice and knowledge. For example, the childminder accesses regular online training, including specific training to support children's learning by providing meaningful extensions to their play and exploration. The childminder is motivated to drive improvement in her own practice.
- Children practise their language skills while they play. The childminder joins children on the floor and skilfully incorporates new vocabulary. Children repeat words back to her, such as 'chicken' and 'circle', as they play with toy farm animals and puzzles. The childminder recognises children's progress and gives them plenty of praise and encouragement. This helps to build children's confidence and language skills.
- The childminder is a good role model, and children show positive behaviours. For example, older children play collaboratively and confidently negotiate their play ideas. They include younger children and babies in their games and show consideration for their needs. For example, they hold out their arms for babies

who have just started walking. Some children place a hand on their backs to help them feel steady on their feet during a game, and they change the tone and volume of their voices to help the younger children and babies to feel comfortable in their company. Younger children learn about sharing and taking turns as they watch the older children taking turns during games.

- Children develop a good understanding of healthy lifestyles. The childminder encourages them to follow good hygiene routines, such as regularly washing their hands. Children and babies know this routine well and are ready to wash their hands before eating, without being prompted. The childminder and her co-childminder teach children about healthy food choices and the importance of staying hydrated.
- The childminder generally understands how to identify what children need to learn next and includes this in her activities. However, she does not always consider how to adapt activities to fully include the youngest children. On occasion, activities are a little too complex and the youngest children lose interest and do not fully benefit from the intended learning.
- The childminder works well in partnership with parents, who express their appreciation for this. Parents say that they value the care that the childminder provides and appreciate the quality of care their children receive. The childminder shares information about the children's learning and experiences with parents and outlines children's next steps to support continuity of learning in the home. However, occasionally, activities with the childminder have broad learning intentions which do not focus on individual targets. This means that interactions do not always precisely support learning and development targets.
- Partnership working with other professionals is effective. For instance, the childminders work closely with the local schools to support children with their transition to school and their future learning.

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:

- adapt activities more precisely for younger children to help them engage consistently in purposeful learning
- enhance the planning of activities to focus more precisely on identifying the specific learning intentions for individual children.

Setting details

Unique reference number	2670786
Local authority	Kent
Inspection number	10350583
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	0 to 4
Total number of places	6
Number of children on roll	16
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered with Ofsted in 2022 and lives in Ashford, Kent. She operates all year round from 7.30am to 6pm, Monday to Friday. The childminder works with a co-childminder.

Information about this inspection

Inspector

Kimberley Luckham

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 she ensures that they remain safe and suitable.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector spoke with the childminder about the leadership and management of the setting.
- A sample of documentation was reviewed by the inspector, including evidence of suitability checks and a paediatric first-aid training certificate. Parents' views were taken account of by 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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