

Childminder report

Inspection date: 24 October 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 offers children a warm and welcoming home environment. She has a very calm and patient manner. Children show that they feel close to her and often run to her for cuddles and snuggle themselves in her lap for a story. The childminder nurtures children to become socially confident and ready for moving on to school.

The childminder provides many opportunities for children to build their physical skills. The children enjoy daily walks in the local community. They delight in finding insects in the field and exploring the wonder of the world around them. The childminder regularly plans activities where children can practise strengthening their finger and hand muscles. For example, children focus intently as they use small stickers to make pictures and use crayons for drawing.

All children are polite and respectful to each other. The childminder talks to children about feelings and reads them stories to deepen their understanding of emotions. She supports them to share resources and offer toys to their friends. Children form close peer relationships. They often giggle together and talk about their favourite games.

The childminder conducts thorough assessments of the children. She knows where they are developmentally and what they need to learn next. The childminder uses her many years of experience working with children to ensure that she makes the learning fun and engaging. She supports all children to become confident, inquisitive and motivated learners.

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

- The childminder has a detailed understanding of the skills and knowledge children need to have for future learning. She carefully plans activities that extend their skills over time. For example, she plans more structured, adult-led activities leading up to school to support children with listening and following instructions.
- The childminder is good at promoting language development. She talks clearly and slowly and takes time to repeat words for children to copy. The childminder introduces new language during play and checks the children understand its meaning. Younger children smile as she sings them familiar songs and older children sing along with pride.
- Children are free to explore the resources and they enjoy making up imaginative games together. The childminder plays alongside them to extend their learning. For example, children enjoy racing cars down a tube. The childminder challenges them to find out which car is the fastest and which one will go the furthest.

However, at times, during adult-led activities the learning intention is more focused on supporting the older children to make progress. This means that, on occasion, younger children are not consistently challenged in their learning.

- Children are highly motivated to join in. The childminder narrates play and makes up stories during learning that the children delight in listening to. Children show great focus and perseverance. For example, they spend long periods perfecting their cutting skills. The childminder gives them ample time to keep trying and praises them to increase their self-confidence.
- The childminder regularly uses books to support children to understand different social aspects of life. For example, children enjoy looking at books about sharing. The childminder invites all children to listen and uses good questioning to keep them focused. Younger children point to the pictures and ask for more. Older children discuss the story with interest and relate it to real life.
- Children confidently follow the rules and routines of the day. The childminder explains to children why certain things are important to keep them safe. Children are good at using this knowledge to ensure that they are safe when using resources such as scissors. The childminder encourages children to be independent when outside, teaching them to know when to stop and wait and to be safe near roads.
- The childminder is reflective and regularly evaluates the care and education she provides. She is proactive at seeking advice from other professionals and undertakes regular additional training to enhance her knowledge and skills. The childminder is keen and able to adapt her practice as the children in her care grow and develop.
- The childminder maintains close and effective working relationships with parents. She regularly offers parents ideas to support their children's progress further at home. The childminder provides detailed next steps for each child. Parents appreciate the regular updates and information. They use it to work collaboratively alongside the childminder to provide the best possible outcomes for their children.

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:

- strengthen the specific learning intent of planned activities to support younger children to be consistently challenged.

Setting details

Unique reference number	2688756
Local authority	Kent
Inspection number	10367256
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 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder lives in Dover, Kent. She provides care from Monday to Friday, 7.30am to 4.30pm, term time only. The childminder receives funding for the care of children aged two years old. The childminder holds a level 6 qualification.

Information about this inspection

Inspector
Nina Harvey

Inspection activities

- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector and the childminder carried out a joint observation of an activity.
- The inspector observed the interactions between the childminder and children and considered the impact on learning.
- Parents shared their views of the setting with the inspector.
- Children spoke to the inspector about what they enjoy doing while with the childminder.

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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