

Childminder report

Inspection date: 17 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

Children thrive in the care of the passionate childminder. They are confident and settled. Children are keen to explore the stimulating environment. The childminder provides a curriculum with a focus on children's interests and what is going on in the community. For example, when fire engines attend an emergency in the street, the childminder teaches children about emergency services. They read stories about firefighters and visit a local fire truck museum. As children climb up a ladder, they exclaim that it is like the firefighters they saw. The childminder uses real experiences to bring learning to life for children, who remember and talk about these experiences.

Children enjoy trips out in the local community. They start each day by taking part in a local walking initiative with their friends. This supports their physical development as they walk daily in the fresh air. The childminder takes the children to the forest and private stables to continue their learning outdoors. For example, they help to look after a pony, alpaca and farm cats. The childminder takes children to meet other childminders in the local area. This gives children time to play and socialise in larger groups. Children's behaviour is good and they are friendly towards each other. Children are developing effective social skills.

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

- The childminder encourages children to be independent and make their own choices. For example, she asks them what they would like to do, and they decide to build the indoor climbing frame. Children work together to build a platform and slide. The childminder encourages children to take turns. This supports children's collaboration and problem-solving skills.
- The childminder has a strong focus on communication and language. She provides a narrative for children as they play, introducing words like 'stethoscope'. The childminder asks children questions. However, on occasion, she does not pause to allow extra time for the children to process their answers. This means that children do not always use their language to respond to questions asked.
- The children enjoy an abundance of books and stories. They are delighted when it is story time. As the childminder turns each page of a puzzle book, children eagerly look to find which piece fits the page. Children listen for long periods of time. They are developing a love of books and reading.
- The childminder uses effective ways to help children explore their emotions. For example, they look in mirrors and use emotion cards to explain how they are feeling. The childminder teaches children sign language, and they use this when they need to ask for help. This helps to support children to regulate their feelings.

- The childminder teaches children about different families, for example, by exploring a range of books. Children learn about people in their community and what makes them unique.
- Children enjoy being creative. They choose colours they would like to use to decorate a cauldron picture. The childminder encourages them to use cardboard tubes as stamps to create bubbles. She puts on songs so they can sing while they paint. This develops their creativity and fine motor skills.
- The childminder uses effective assessment strategies to identify next steps for children. She plans for children to make progress. When children start to spot letters that appear in their names, the childminder creates games so that children learn individual letters. The childminder supports children's early literacy.
- The childminder has built strong relationships with parents and shares information daily. They know what children are working on so that they can support this at home. However, the childminder has not yet developed effective relationships with other settings that the children attend. This means that there is not always consistency in children's care and learning.
- The childminder reflects on her provision. She makes changes to the environment to support children's development. For example, she has built a sensory garden. Children grow their own herbs, plants and vegetables. Children delight in harvesting and popping the peas that they have grown. Children are proud of what they achieve and learn about healthy eating.

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 already strong communication strategies with children so they are given time to process questions
- develop relationships with other settings that children attend to share information about children's development and strengthen consistency of care.

Setting details

Unique reference number	2693402
Local authority	Kent
Inspection number	10367431
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 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022. She lives in Staplehurst, Kent. The childminder offers care for children from 8am to 4.30pm, Tuesday, Wednesday and Thursday, during term time.

Information about this inspection

Inspector

Jennie Winchcombe

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder spoke to the inspector about the children's learning and development, with a particular focus on communication and language.
- The inspector observed the interactions between the childminder and the children.
- 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 provided the inspector with a sample of key documentation on request.
- 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024