

# Childminder report

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Inspection date: 12 June 2024

|                                              |                |
|----------------------------------------------|----------------|
| <b>Overall effectiveness</b>                 | <b>Good</b>    |
| The quality of education                     | <b>Good</b>    |
| Behaviour and attitudes                      | <b>Good</b>    |
| Personal development                         | <b>Good</b>    |
| Leadership and management                    | <b>Good</b>    |
| 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 welcoming and skilled childminder and her assistants. The childminder builds positive relationships with children and creates a play environment that caters to their unique needs and interests. As a result, children settle quickly and show good attitudes to learning. They demonstrate a good sense of belonging, showing confidence and motivation to embed their skills and knowledge. Children are inquisitive learners and flourish in the natural environment. For instance, children show confidence to freely explore. They look in long grass for minibeasts and lay down blankets to collect the falling plums as they gently shake the leaves of the tree.

The childminder plans her curriculum to take into account children's current interests and their next steps. She recognises the effects of the COVID-19 pandemic on children's communication and social skills. Her curriculum is planned with these intentions in mind. For example, the current focus is on school readiness, teaching children the necessary skills for independence, instilling confidence in social settings, and enabling them to express their needs effectively. All children are making good progress from their starting points.

Children are kind and caring. They support their friends and understand the behaviour expectations which are consistently embedded by the childminder. For instance, as a child was preparing to go outside, they noticed that their friend had forgotten their wellies. They promptly found a pair and handed them to their friend with a smile. The childminder and assistants recognise these positive interactions and provide praise. Children's well-being is high.

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

- The childminder is highly qualified and has a good understanding of how children learn and develop. She champions the positive effects that outdoor activities have on the well-being of children. The childminder works closely with her assistants ensuring that they understand the curriculum and the individual next steps of all children. She is dedicated to the ongoing professional development of her assistants and actively seeks out training opportunities that benefit the children in their care. For example, they are learning sign language to further support children's communication skills.
- Children spend the majority of their time outside. One of the assistants is forest school trained and children relish their time exploring the great outdoors. For example, the children collect pine cones and dipped these in wax adding a wick to make fire starters for Fathers day. Children show confidence when riding the balance bikes, and are careful to manoeuvre themselves around obstacles. They learn to take safe risks and understand to ask for help when needed.

- Partnerships with parents are strong. Settling visits are based around the families individual needs. These visits support the childminder in building relationships with children and their extended families. Parents are welcomed into the setting at the beginning and end of the day. They speak to the childminder about their children, sharing information about what they have been doing and learning. Parents are incredibly happy with the service provided, and describe the environment as 'magical'.
- The childminder and her assistants hold regular back-and-forth conversations with children. They introduce new words to children as they play and explore. They freely access books of interest and enjoy sitting with staff who read to them. Children smile as the assistants bring stories to life, using different voices and animation. They are skilled at asking children relevant questions to gauge their understanding of the stories they read.
- Children spend most of their time freely choosing what they want to play with, exploring both the inside and outside environments with ease. However, group times are lengthy. The childminder and assistants do not recognise when children have had enough and are ready for something else. This leads to children becoming distracted and fidgety, and learning intentions are lost.
- The childminder is aware of the importance of developing children's skills in mathematics. Children enjoy using water and a variety of containers to explore volume and quantity. Furthermore, the childminder and assistants encourage children to count as they play. For instance, when reading a favourite book, 'Aliens wear underpants', children confidently count the number of pants.
- Children have ample of opportunities to learn about the wider world around them. The childminder speaks about the seasons and the changes they can see. The children also take care of chickens, going in each day to feed them, make sure they have enough water and look for eggs that they have laid. Children take on this responsibility with pride, knowing that they need to be quiet and calm around the chickens not to scare them. Furthermore, children take trips out into their local community, such as local woodlands and the library.

## 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:**

- review and improve the organisation of group times to more effectively support all children to engage and make the most of the learning and development intent.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 2698061                                                                           |
| <b>Local authority</b>                             | Kent                                                                              |
| <b>Inspection number</b>                           | 10349879                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 2 to 4                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 20                                                                                |
| <b>Date of previous inspection</b>                 | Not applicable                                                                    |

## Information about this early years setting

The childminder registered in 2022 and lives near Lymnge, Folkestone, Kent. She operates from 8am to 6pm Monday to Friday, for most of the year. The childminder works alongside a co-childminder on Monday and Tuesday and has four assistants that work at various times during the week. The childminder has qualified teacher status and all assistants are qualified at level 3 and above. She provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Kelly Southern

## 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 provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The inspector talked to assistants at appropriate times during the inspection and took account of their views.
- The inspector spoke to parents during the inspection and took account of their views.
- The childminder provided the inspector with a sample of key documentation on request.

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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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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