

Childminder report

Inspection date: 23 April 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 and their families are warmly welcomed at this childminder's home. The childminder and her assistant develop strong bonds with the children, who frequently go to them for cuddles and comfort. This helps to promote children's emotional well-being positively. The childminder encourages children to make their own choices about what they want to do. She encourages children to play together and share their toys. Older children help younger children to choose toys to play with outside. This helps to develop positive behaviour. Children demonstrate that they are confident and comfortable in the childminder's home. They eagerly ask to go outside to play, and the childminder helps them to get ready. She reminds them to wear their coats because it is cold. This helps to develop children's confidence and understanding.

The childminder promotes children's positive attitudes to learning. She encourages them to care for things. For example, older children enjoy looking at the seeds they have planted and talking about how they are growing. This encourages children's understanding of the natural world. The childminder plans a range of experiences and outings that are based on children's needs and interests. For example, she takes them to local groups to support their physical and social skills. Older children enjoy exploring art and craft sessions with their friends. This helps them to develop positive friendships. Younger children enjoy exploring soft-play equipment to help develop their balance and climbing skills.

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

- The childminder promotes positive behaviour. She encourages children to play well together. She reminds them to use 'kind hands and hearts' when sharing their things. Where children need further support, the childminder is a good role model, which supports them take turns. This helps children to understand how their behaviour can impact on others.
- Children are supported to make healthy choices. They enjoy having a picnic and talking about different fruits. The childminder reminds them to wash their hands before eating. Older children are encouraged to cut up their own snacks. Younger children are reminded to sit at the table when eating. This helps children's understanding of how to keep themselves healthy and safe.
- Children are supported to understand daily routines. For example, they wait by the back door for the childminder to let them into the garden. They know where to find their outdoor shoes. However, at times, the childminder does things for children that they are capable of doing for themselves, such as putting on their shoes and hats for them. This impacts on children further developing their independence skills.
- The childminder provides toys and games that are based on children's next steps

in learning and interests. For example, older children enjoy exploring jigsaws with the childminder's assistant, which helps to develop their understanding of numbers and colours. Younger children enjoy exploring in the pretend shop and ask for money to buy things. This helps develop their mathematical skills.

- The childminder promotes children's understanding of books and stories. She takes them on regular trips to the local library. Children enjoy listening to songs and rhymes. The childminder and her assistant are successful in helping older children with their language development. However, arrangements to support younger children are less effective. This impacts on younger children's use of words and language.
- The childminder is reflective of her practice. She seeks effective support from the local authority to develop her understanding of how to support children with special educational needs and/or disabilities. She seeks advice from other local childminders and is eager to develop her knowledge and skills further to provide good-quality care and education for local families.
- The childminder supports her assistant by modelling practice. The assistant helps to settle new children and families and is calm and patient in his approach. The childminder recognises that her assistant would benefit from additional training and professional development opportunities to increase and update his knowledge and skills further to support children and families. She has future plans to enhance this to support practice and provision.
- The childminder offers flexible sessions for families. Parents are appreciative of the individual settling-in sessions that she provides. The childminder finds out important information about children before they start to attend her setting. She shares information with other providers to support continuity of care for children and to help them make good progress in their learning and development.

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:

- enhance the support for children to develop their independence skills further
- provide more quality opportunities for the youngest children to use language and words to help develop their communication skills
- provide assistants with regular professional development opportunities to enhance their knowledge and understanding further.

Setting details

Unique reference number	2712471
Local authority	Kent
Inspection number	10336923
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 10
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 2023 and lives in Margate, Kent. She operates all year round from 8am to 4.30pm, Monday to Friday. The childminder works with an assistant.

Information about this inspection

Inspector

Victoria Salisbury

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 spoke to the inspector about her curriculum and what she wants children to learn.
- The inspector talked to the childminder's assistant at appropriate times during the inspection and took account of his views.
- The inspector observed the quality of care and education being provided, indoors and outdoors, and assessed the impact on children's learning.
- Parents shared their views of the childminder's service 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.

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