

Childminder report

Inspection date: 8 August 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. They form secure attachments with the nurturing childminder. Children frequently cuddle up to her as they play and share stories together. They demonstrate feeling safe in the childminder's care. Children know the routines well and enjoy the engaging environment. For example, they love taking care of the resident guinea pigs and gain skills in taking care of living things. Children independently choose from the wide range of resources that are available to them. The childminder uses her knowledge of children's interests well to engage them in play and learning.

The childminder shows high expectations for children's good behaviour. Children learn to share, take turns and understand safety. They understand the childminder's boundaries and learn what is acceptable. The childminder effectively supports children to solve minor disputes as they play with others, such as by helping them to explain how they feel when these disagreements happen. At these times, children quickly acknowledge their friend's feelings and invite them to join in their play. This helps to create a calm and respectful atmosphere.

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

- The childminder places a high priority on the use of children's imaginations, books and songs to deliver her curriculum. For example, she supports children's interest in celebrations by providing resources for them to make play dough 'cakes'. The childminder extends this interest through discussion and songs to support children's understanding. She skilfully weaves in different language which is related to the activity that children are engaged with.
- Children benefit from opportunities to gain their confidence in a variety of social settings and to make new friends. The childminder is conscious of providing the older children with opportunities to build on this, particularly during their transition to school. She takes them to groups where children engage in enjoyable activities with others. Children play well together. Parents share that their children have built in confidence and self-esteem since being in the childminder's care.
- The childminder is skilled in supporting children's communication and language. She gets down to their level, makes good eye contact and speaks to them clearly. To encourage accurate pronunciation, the childminder repeats words and phrases back to the children. She models the extending of sentences, uses effective questioning techniques and gives children time to think and respond. This helps children to become confident communicators.
- Children learn about the local environment. For example, they learn to be gentle with the childminder's dog and take daily trips to places of interest. The childminder provides opportunities for children to visit the beach and other

outings using public transport. This enables children to explore the wider world and promote their ongoing interests.

- Children have fun as they play alongside the childminder. She involves them in discussions about their experiences during activities. However, there are times where the childminder does not fully provide older children with opportunities to solve problems for themselves, or to embed learning further through applying what they know and can do. This does not fully promote children's critical thinking skills.
- The childminder uses her knowledge of child development, alongside observations, assessments and parents' views. This helps to identify any gaps in children's development. Where concerns arise, the childminder makes swift referrals and gains advice from external professionals. The childminder works well alongside others to help develop targets and plans for the children. This helps to ensure that children with special educational needs and/or disabilities receive timely support.
- The childminder is reflective and continues to improve her setting and practice, including through engaging with training courses and research. For instance, she recognises that she has not looked after babies for some time and would therefore like to refresh her knowledge about their development. The childminder understands the importance of finding out about children from the outset. She strives to ensure the best possible care as soon as children arrive in her care.

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 opportunities for older children to reflect on their existing knowledge to begin to solve problems.

Setting details

Unique reference number	2757058
Local authority	Kent
Inspection number	10349604
Type of provision	Childminder
Registers	Early Years Register
Day care type	Childminder
Age range of children at time of inspection	1 to 4
Total number of places	4
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder re-registered in 2023 and lives in Folkestone, Kent. She provides care Monday to Friday from 8am to 6pm, all year round. The childminder holds a recognised childcare qualification at level 3. She is registered to accept funding for children aged two, three and four years.

Information about this inspection

Inspector

Kate Williams

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 childminder.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder spoke to the inspector about their intentions for children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- 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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E: enquiries@ofsted.gov.uk
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