

Childminder report

Inspection date: 9 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 build strong bonds with the childminder and the assistants, who are kind, caring and attentive to their needs. Children show they feel safe and secure in their care. They make their own choices about where they want to play and demonstrate a positive attitude to learning. For example, children enjoy exploring with sensory activities, and they persevere to pick up objects with tweezers, which helps them develop the control they need for early writing. Furthermore, children excitedly join in with a game of 'What's the time Mr Wolf?' The positive interactions from the childminder help children to build on their mathematical knowledge as they count steps accurately.

Children learn about good health and manage their self-care independently. The childminder encourages children to have a go at putting on their shoes and sun hats to play outside and wash their hands after toileting and before mealtimes.

Children's behaviour is good. The childminder is consistent in teaching children about behaviour expectations. Consequently, children enjoy taking on responsibilities, such as tidying away activities before lunchtime. The childminder focuses on supporting children's personal, social and emotional development well. She inspires children to learn to share, take turns and listen to their friends. As a result, children happily share their ideas and help each other to construct a boat using a large cardboard box.

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

- The childminder plans a broad curriculum. She uses themes and topics to introduce children to new ideas and knowledge. The childminder gathers detailed information from parents about their children's routines, interests and abilities and uses this information well to plan for their individual learning. Consequently, she knows what children can do and what they need to learn next. All children make good progress in their development.
- The childminder plans focused activities well and helps children gain an understanding of mathematical language. For example, as children use spoons to scoop rice and sand into pots, she uses language such as 'empty', 'full', 'more' and 'less'. Children begin to recognise when their pots are 'full to the top', demonstrating their concept of quantities.
- The childminder supports children's language skills effectively. She speaks to children at their level, introduces new words and names items as they play. This helps children to extend their vocabulary and pronounce words correctly, such as 'starfish' and 'swordfish'. However, occasionally during activities, the childminder does not give children sufficient opportunities to extend their thinking skills. For example, at times, she does not encourage discussion or give them time to think

through their answers to questions.

- Overall, the childminder generally supports children's emerging literacy skills. She reads them stories before mealtimes and provides children with opportunities to develop their small-muscle skills in preparation for writing. However, the childminder has not fully considered how to further encourage children to access and explore books more freely and develop a love for reading.
- The childminder takes children on visits in the local area to provide them with a range of learning experiences. They visit places of interest within the community to help build on their understanding of the natural world. For example, a recent visit to a nearby beach sparked children's interest in sea life creatures.
- The childminder makes good use of the large outdoor space. She provides regular opportunities for children to be active. Children have opportunities to learn to ride wheeled toys, balance on climbing apparatus and throw and catch balls. Children relish the space and freedom to develop their large-muscle skills, including running, jumping and controlling their bodies to move in different ways.
- The childminder has established effective partnerships with parents. She communicates with parents daily, providing a handover about their child's care routines, achievements and what they have enjoyed. Parents speak highly of the childminder and comment on her friendly and caring approach. They are extremely happy with the progress their children make while in her care. Parents appreciate the daily updates and ideas to further support children's learning at home.
- The childminder has a good safeguarding knowledge and completes regular training to ensure that her knowledge is up to date. She completes thorough risk assessments to ensure children's safety throughout the day. Children learn about safety and how to keep themselves safe. For example, the childminder teaches them about road safety.

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 support for children to develop and expand their thinking skills more effectively
- strengthen the literacy curriculum to support children in developing a love for reading.

Setting details

Unique reference number	2758420
Local authority	Kent
Inspection number	10349639
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	2 to 3
Total number of places	6
Number of children on roll	18
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023. She operates from the premises of her co-childminder. Between them, they employ three assistants. They operate all year round, from 7.30am-5.30pm, Monday to Friday, except for two weeks at Christmas. The setting provides funded early education for two-, three- and four-year-old children. The childminder has an appropriate qualification in childminding.

Information about this inspection

Inspector

Nicky Chambers

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 and the inspector completed a learning walk and discussed how the curriculum supports children's learning.
- A joint observation was carried out by the inspector and the childminder.
- The inspector held discussions with the childminder and spoke to her assistant and children at appropriate times during the inspection.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- 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.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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