

# Childminder report

---

Inspection date: 11 October 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 and their families are greeted with smiles by the childminder at her happy and caring home. Children show that they feel comfortable, confident and content as they quickly go to explore the toys. This helps them develop positive attitudes to learning. The childminder knows children well and respects them as unique individuals. She plans activities that engage and motivate children, based on their interests and needs. For example, children enjoy building a train track together, finding different pieces and talking about their favourite things. This successfully encourages their concentration and language.

The childminder provides an environment that supports children's communication skills well. Children enjoy choosing their favourite stories and listen avidly when they are read. The childminder is a good role model, extending children's understanding of words. For example, children engage in conversations about sea creatures, learning about where an octopus lives. This effectively develops children's knowledge. Children are encouraged to keep themselves safe. They talk with the childminder about the importance of washing their hands so they do not catch germs. The childminder talks to them about hygiene enhancing their understanding. All children make good progress.

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

- The childminder works with assistants and provides good support to help them carry out their roles. This helps to create a positive atmosphere where children's emotional well-being is promoted well. The childminder creates comfortable cosy spaces for children to relax and retreat to when needed. They demonstrate genuine kindness and care. Children happily go to them for cuddles. This helps children feel safe and secure.
- Children in the main, behave well. At lunchtime they quickly help to set up tables and chairs. However, the childminder does not always explain to children how their behaviour impacts on others to support young children's developing friendships.
- The childminder ensures she successfully supports children's mathematical skills. For example, children excitedly count as they put soft toys back into a basket. The childminder encourages them to count on as they do it. She helps children to identify different colours when playing with cars, developing children's skills well.
- All children benefit from exploring a wide range of toys and resources, including books and posters, that positively reflect different cultures. This helps to develop their understanding of the world around them. The childminder has learned words in different languages to help children who speak English as an additional language to settle in her care.

- The childminder helps children develop their listening and attention skills effectively. For example, the childminder encourages children to explore musical instruments, making sounds. The childminder extends their understanding by explaining to them what a 'xylophone' is. They excitedly explore how it works. Other children delight in dancing to favourite songs developing their physical and movement skills well.
- The childminder promotes children's independence successfully. Children do things for themselves, such as setting up an easel and sharing out chalks. Children proudly state that they are learning to use the toilet. The childminder responds with a high-five and children beam with delight. This effectively develops their self-esteem.
- Children develop good knowledge about healthy eating as the childminder promotes this well. For example, children chatter and laugh with the childminder when talking about which fruits and snacks they will choose at mealtimes. Children delight in trying new foods. Children who were reluctant to try before are now confident eaters.
- The childminder is positive and proactive. She is undertaking additional training to enhance her knowledge and she has plans to take on further qualifications. Her assistants are well supported in their roles and access online training to develop their skills. The childminder has effective plans for the future to support practice.
- Partnerships with parents are strong. They appreciate the daily updates about how their children are doing. They speak highly of the flexibility offered to them. For example, the childminder drops children home and offers longer sessions, supporting parents getting back to work. Parents positively note the good progress their children have made, specifically in their independence and confidence. They report that their children love going to the childminders.

## 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 arrangements to develop children's understanding of the impact that their behaviour has on others, to more fully promote their social skills.

## Setting details

|                                                    |                                                     |
|----------------------------------------------------|-----------------------------------------------------|
| <b>Unique reference number</b>                     | 2759220                                             |
| <b>Local authority</b>                             | Kent                                                |
| <b>Inspection number</b>                           | 10349473                                            |
| <b>Type of provision</b>                           | Childminder                                         |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register |
| <b>Day care type</b>                               | Childminder                                         |
| <b>Age range of children at time of inspection</b> | 0 to 3                                              |
| <b>Total number of places</b>                      | 6                                                   |
| <b>Number of children on roll</b>                  | 10                                                  |
| <b>Date of previous inspection</b>                 | Not applicable                                      |

## Information about this early years setting

The childminder registered in 2023 and lives in Sandgate, Folkestone, Kent. The childminder operates all year round, Monday to Friday from 8am until 6pm. The childminder provides funded early education for children aged two, three and four years. They employ an assistant.

## Information about this inspection

### Inspector

Victoria Salisbury

### Inspection activities

- The childminder spoke to the inspector about their curriculum and what they want their children to learn.
- The inspector spoke to children, to find out about their time with the childminder.
- The inspector talked to the childminders assistant at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided and assessed the impact that this was having 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.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2024