

# Childminder report

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Inspection date: 23 July 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 are content and at ease in the care of the nurturing childminder and in her inviting home. They have formed strong bonds with the childminder, who engages them in play and offers cuddles and reassurance whenever necessary. Children show high levels of curiosity during their play, and can focus for extended periods on activities that they find enjoyable. For instance, children show interest in role-play, such as pretending to cook dinner and serve tea to each other.

The childminder plans activities that are based on children's interests. She skilfully follows the children's lead, enabling them to guide their own play and learning. She has a clear vision of what she wants children to achieve while they are in her care. For example, she wants to build their emotional resilience and teach children how to be social and confident in a range of situations, such as out in the local community. She also has ambition for children to build their communication and independence skills for future learning.

The childminder has high expectations for children's behaviour. She uses clear and consistent messages which the children understand and respect. Children remember how to move safely indoors, keep their environment tidy, and know that they need to sit when eating. The childminder uses regular praise when children make positive choices. This further supports children's well-being and their understanding of the expected behaviour.

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

- The childminder is passionate about the service she offers and the care and education she delivers to children. She understands her roles and responsibilities, and is committed to giving children the best start in their early years. She seeks to continually develop her skills to enhance her practice and knowledge. Children enjoy learning and are developing well from their starting points.
- The childminder supports children's literacy skills well. She plans regular times to read stories and books with the children, selecting titles that she is confident will captivate. Children use the knowledge they gain from well known stories in their play. For instance, children use puppets to recount the tale 'There Was an Old Lady Who Swallowed a Fly.' This demonstrates how effectively the childminder supports children as they move beyond understanding that print carries meaning and learn to comprehend stories.
- The childminder works closely with parents to ensure that information is shared so that children's needs are consistently met. Parents confirm that they are grateful for the support their children receive. They are informed about the developmental areas the childminder is focusing on with their children, allowing

them to continue this learning at home. This is further supported through the relationships that the childminder has established with other settings the children attend. For instance, she consistently liaises with other key individuals to ensure that the children's needs are met. She also requests their input on the statutory two-year progress check.

- Children are given meaningful opportunities to learn about others in their community, and the wider world in which they live. The childminder gains a lot of information about children and their extended families when they first start. She uses this information to ensure that her provision and the curriculum meets the needs of all children. For instance, she has acquired books that explore the diverse family structures of the children that attend. Furthermore, there is a toy bear that goes home with the children. This is used to motivate and encourage children to share their home lives, and what matters to them with their friends.
- The childminder carefully considers how children learn and provides enjoyable, and engaging activities that capture children's interests and imaginations. However, the childminder does not give enough consideration to her curriculum for mathematics. She does not make the best use of opportunities during children's play to support their development of mathematical skills. Therefore, children do not always make the best possible progress in this area.
- The support in place for children with special educational needs and/or disabilities is a strength of the childminder. She effectively engages with other professionals to ensure that children are receiving the support they need to further their development. The childminder exceeds expectations by attending appointments with families, which allows her to fully understand the children's needs, and provide effective support in her setting.
- Children benefit from regular fresh air and exercise. They enjoy using the childminders garden as well as the local park. Indoor physical activities are readily available as well. For instance, children enjoy exploring balancing equipment, demonstrating their skills. The childminder facilitates children's play providing opportunities that interest and encourage them to use their imagination. For example, they transform equipment into imaginary boats.

## 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 curriculum to support children's understanding of early mathematics.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 2759415                                                                           |
| <b>Local authority</b>                             | Kent                                                                              |
| <b>Inspection number</b>                           | 10349571                                                                          |
| <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> | 1 to 4                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 6                                                                                 |
| <b>Date of previous inspection</b>                 | Not applicable                                                                    |

## Information about this early years setting

The applicant was previously registered with a child minder agency between 2019 and 2023, the childminder registered with Ofsted in November 2023. She lives in Folkstone, Kent. The childminder operates all year round, apart from bank holidays and family holidays. She operates Monday to Thursday from 8.30am – 5.15pm. The childminder 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 provider 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 early years curriculum.
- 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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