

Childminder report

Inspection date: 31 July 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

The childminder is kind and caring and is a positive role model for good behaviour. She praises the children for their helpful and kind behaviour. This helps to promote their self-esteem. The children play harmoniously together and learn to express their needs and ideas with confidence. Close relationships are evident between the childminder and children as well as between the children and their peers.

The childminder supports children's developing social skills effectively. For instance, she takes children out to places of interest, such as local parks, nature walks and the library where children spend time mixing with a larger group of children. Children make good progress in their physical development and have plenty of opportunity for fresh air and exercise. They acquire a good range of key skills in preparation for the next stages of development and their move on to school.

The childminder ensures that the environment includes a range of books and resources to help children understand people's differences and similarities. She engages in conversation with children about what they notice and provides clear explanations to help them understand and value the people and the world around them.

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

- Children develop a love of stories and books. They enjoy sharing books with the childminder. They recall their favourite stories throughout the day and listen intently as the childminder reads stories. She reads in a way that excites and engages them. Children show delight when she reads their favourite stories and they can anticipate what comes next.
- The childminder recognises the importance of supporting children's communication and language skills. She clearly emphasises new and key words in her interactions to help extend children's understanding and vocabulary. Children are confident communicators.
- Children are gaining a good understanding of healthy lifestyles. The childminder encourages them to follow good health and hygiene routines. Children know what is expected of them and readily wash their hands before eating without being prompted to do so.
- The childminder enhances children's knowledge and understanding effectively as she engages with them during their self-directed play. Her planning takes account of children's current interests and stages of development. She utilises the vast range of resources effectively and ensures that what is on offer is age-appropriate. Overall, children make sound progress. However, at times, activities do not have enough focus on what the childminder intends children to learn from them to support their learning further.

- The childminder supports children's mathematical development well. She encourages children to problem-solve and count during their play. Children learn about concepts such as length and positional language. For example, they carefully consider how many carriages to their train, what shape track they need to complete a circuit and how the length of their train may affect how it will turn the corner.
- The childminder works in partnership with parents effectively. She has two-way dialogue with parents and shares information daily about children's achievements and learning. Parents compliment the childminder for providing their children with a safe and nurturing environment. They say that she is loving and they appreciate her support and suggestions to continue their children's learning at home.
- Partnership working with other settings that the children attend is effective. For instance, the childminder works closely with the local pre-school to support children with transitions and their next steps in learning. She provides a consistent approach to their learning goals and engages the children in meaningful conversations about their experiences outside of her care.
- The childminder completes some training and reflects on her practice to identify areas for development. She also uses the feedback from families to evaluate her setting. However, the childminder does not have a focused programme for professional development to support her ongoing learning. This does not help her to enhance her practice and deliver consistently high-quality provision.

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:

- focus more precisely on specific learning intentions during activities to support children's progress even further
- make more use of professional development to build skills and knowledge further and support ongoing improvement to the provision.

Setting details

Unique reference number	EY257227
Local authority	Kent
Inspection number	10346976
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 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	29 August 2018

Information about this early years setting

The childminder registered in 2003. She lives in Staplehurst, Kent. The childminder cares for children Monday to Friday, from 7.30am to 6pm, throughout the year. She holds a relevant early years qualification at level 3.

Information about this inspection

Inspector

Kimberley Luckham

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 showed the inspector around her childminding premises and explained how the early years provision and the curriculum are organised.
- The inspector spoke with the childminder about the leadership and management of the setting.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- A sample of documents were reviewed by the inspector, including suitability checks and a paediatric first-aid training certificate. Parents' views were taken account of by 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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2024