

Childminder report

Inspection date: 15 May 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children enjoy their time at this friendly and caring childminder's home. The childminder is calm and patient in her approach. She regularly praises children and supports them in their play. For example, younger children are helped to reach up to make marks on a chalkboard. Older children are provided with additional toys to extend their play when being 'hairstylists' together. This helps support their developing physical and social skills. The childminder knows her children and families well. The childminder provides children with a range of toys and activities that capture their interest and help them to develop their concentration. For example, younger children spend a long time exploring musical toys. This helps develop their attention and listening skills successfully.

The childminder promotes children's positive well-being successfully. She frequently cuddles and comforts them. Children show that they are comfortable, content and have formed strong bonds. The childminder encourages children's to persevere and keep on trying. For example, children display high levels of engagement when playing together. Older children take turns brushing each other's hair and choosing what 'cuts' to have. This helps develop their friendships. The childminder promotes children's understanding of routines well. She reminds children what is happening next and asks them when they want their snacks and lunch. Children immediately get ready for lunch, washing their hands and finding their places at the table. Older children chat excitedly with each other and the childminder about their snacks. Younger children smile and babble happily. This helps support their positive attitudes to learning.

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

- Children's confidence is supported well. The childminder celebrates their successes and achievements with them. Younger children beam with delight when they make marks on a board themselves. Older children talk about their families from pictures the childminder displays. This supports children's positive self-image.
- The childminder promotes children's independence well. She encourages children to do things for themselves. For example, older children go to the toilet themselves. Younger children immediately get ready for lunch, waiting patiently for their friends. The childminder supports children to make their own choices effectively. Older children confidently choose toys and games. Younger children persevere to work out how to make electronic toys start. This encourages children's confidence in their own abilities.
- The arrangements to support children's mathematical skills are effective. The childminder uses vocabulary such as 'long' and 'short' when she talks with older children about different lengths of haircuts. She helps younger children to count

pictures of ladybirds on their friends t-shirts. This helps children develop their knowledge and understanding.

- The childminder provides toys to support children's physical movements. She helps younger children to push wheeled toys around the playroom and to climb up to use a chalkboard. This helps develop their balance and climbing skills. Children who needed support when they started are now confident movers. All children make good progress.
- Children's language and communication skills are promoted well. The childminder holds thoughtful conversations with children and repeats words back for younger children to help them hear clear speech. Older children talk excitedly with each other about their lunches. Children who needed support at first, are now confident talkers.
- The childminder provides a toys and games based on children's interests. She promotes children's creativity skills effectively by encouraging them to make marks with chalks and explore craft activities. Children spend time choosing crayons and drawing pictures, talking with the childminder about what they are doing. Younger children enjoy exploring role play toys, sharing with the childminder pretend drinks they have made. This helps support their imaginative skills.
- The childminder has strong links with local settings. She ensures children are well prepared for their next stage of education by sharing information with the local school. However, information sharing with other early years settings that children attend is not as well established to ensure continuity of care for children and families.
- Relationships with parents are positive. Parents appreciate the childminder's nurturing, supportive approach and the flexible arrangements to help children settle in. They say that children who were reluctant when they first started are now eager to attend. The childminder communicates daily with parents but generally focusses more on children's care needs and the activities they have taken part in. She does not consistently share details of the children's progress and next steps in their development to be able to promote learning at home.
- The childminder promotes good behaviour. She is a good role model. Older children talk about being kind to the childminders dog. Younger children are keen to help feed the rabbits. Where needed, the childminder gently reminds older children to share their toys kindly. This helps develop children's understanding of caring for others.

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 information sharing with other professionals involved in caring for children
- enhance the arrangements to keep parents up to date with their child's progress and development.

Setting details

Unique reference number	EY290839
Local authority	Kent
Inspection number	10335829
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 10
Total number of places	6
Number of children on roll	16
Date of previous inspection	28 June 2018

Information about this early years setting

The childminder registered in 2004. She lives in Hildenborough in Kent. The childminder operates her service Monday to Friday, from 7am to 6pm, term time only. She receives funding to provide free early education for children aged three and four years.

Information about this inspection

Inspector

Victoria Salisbury

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 childminder spoke to the inspector about what she wants children to learn and what she offers for children and families.
- 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.

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