

Childminder report

Inspection date: 15 June 2022

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are happy and settled in the childminder's care and develop strong attachments with her. They enjoy plenty of cuddles and reassurance, which helps them to feel safe and secure. Children respond well to the childminder's calm and gentle approach. They are polite and well mannered. For example, older children ask to leave the table when they have finished their meal.

Children develop their speech and language skills. They learn new words, such as 'ambulance' and 'rose petals', as the childminder skilfully introduces new vocabulary as they play. Additionally, children enjoy the cosy areas, with cushions and books, where they can relax and enhance their literacy skills.

Children enjoy spending time outside developing their physical skills. During the COVID-19 pandemic, the childminder purchased equipment, such as a climbing frame, to enhance the outdoor learning environment for children. This helps children to successfully enhance their coordination and balance skills as they confidently use the new equipment.

Children successfully learn how to keep themselves safe. For example, they regularly practise fire drills. This helps to ensure they know what to do if they need to evacuate the building in an emergency. Young children learn that it is safer for them to come downstairs on their bottoms.

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

- The childminder provides a well-organised and stimulating environment indoors and outdoors for children to learn and develop. Children are excited by the activities and resources that are set up when they arrive. This helps to promote children's love of learning and curiosity. Children of all ages lead their own play. Resources are in clearly labelled boxes and activities are attractive and freely available for all children to access. This positively helps to support their independence skills. However, on occasion, the childminder does things for children that they could try for themselves, such as wiping their hands and feet after painting.
- The childminder uses a range of strategies to support children's early mathematical development. For example, she uses small toy ducks to help children count when singing 'Five little ducks went swimming one day'. Additionally, children learn about weight and measure as they transfer water from one container to another.
- The childminder uses many ways to help children learn about equality and diversity. For example, she reads stories and holds discussions with children to help them learn about similarities and differences between themselves and

others. This successfully helps to prepare children for modern life in Britain.

- Children are respectful of adults and their peers. Overall, they behave well, share resources and patiently wait their turn. However, occasionally, children are not helped sufficiently well to manage their feelings and emotions. For example, some children become upset if another child is playing with the toy they want.
- The childminder has a good understanding of child development and the ways in which children learn. She plans activities that are suitable for all age groups. For example, older and younger children enjoy investigating the dinosaurs and coloured sand. Children enjoy activities exploring with their senses. For example, older children smell fresh rose petals as they make 'potions' and young children and babies enjoy making marks with water. Furthermore, the childminder completes training to ensure her knowledge and skills are up to date, which has a positive impact on children's learning. For example, training on schemas has helped her to identify resources, such as a basket and soft balls, to support children who like to throw things.
- Children learn how to keep themselves healthy. They enjoy the nutritious snacks and meals provided by the childminder. Children learn about the importance of good care practices, such as washing their hands after using the toilet and before they eat. Additionally, she talks to them about the importance of putting on sun cream when the weather is hot and the sun shining.
- The childminder knows the children in her care well. She observes their play and makes accurate assessments of their learning and development. She works closely with other settings children attend and parents to ensure consistency in care and learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder provides a safe and secure environment for children. She completes daily checks indoors and outdoors to identify and minimise any potential risks to children and adults. The childminder has completed safeguarding training. She has a good understanding of the signs that a child might be at risk of abuse or neglect. She knows the processes to follow if she has concerns about children's welfare. Older children are helped to develop their understanding of safety, including practicing emergency evacuation procedures.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- maximise opportunities for children to do more for themselves and develop their independence skills further
- help children to learn language to describe their emotions, so they can become more able in expressing their feelings.

Setting details

Unique reference number	EY376447
Local authority	Kent
Inspection number	10136528
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	5
Date of previous inspection	21 October 2015

Information about this early years setting

The childminder registered in 2008. She lives in Tonbridge, Kent and operates her service Monday to Friday between the hours of 8am and 5.30pm, all year round. The childminder receives funding for the provision of free education for children aged three and four years.

Information about this inspection

Inspector

Michaela Borland

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 inspector observed the interactions between the childminder and children and assessed the impact on children's learning and development.
- Parents shared their views with the inspector through electronic communications.
- The inspector viewed relevant documentation, including evidence of suitability checks, paediatric first-aid training and public liability insurance.
- The childminder and inspector held discussions at appropriate times during the inspection.

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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