

Childminder report

Inspection date: 5 September 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

The childminder warmly welcomes children into the comfort of her home. She creates a place where children instantly feel safe, relaxed and happy. They settle quickly with toys she knows will interest and engage them. She uses her assessments of children's learning, alongside frequent conversations with parents, to create a curriculum tailored to the needs of the children. Children demonstrate a strong desire and motivation to explore the environment and discover the enticing resources.

Children love engaging with the playful childminder, who responds to them with high levels of attention. She supports children to understand their feelings and emotions well. She has high expectations of their positive behaviour and helps them understand why some rules are in place. For example, she sits with very young children to model good play skills, such as taking turns and listening to one another.

The childminder is highly tuned in to the needs of the children. For instance, when they arrive at her home or feel unsure, she is quick to offer them cuddles and soothing words. She succeeds in making children's well-being a priority, providing them with the help they need to become resilient and capable learners. Children develop the self-confidence and independence skills they need ready to help them move to other settings and on to school.

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

- The childminder is a dedicated and knowledgeable practitioner. She successfully works alongside a co-childminder and with other professionals in the different settings children attend. She creates a consistent and stimulating learning environment for all children, including those with special educational needs and/or disabilities.
- The childminder is ambitious for all children and wants them to become the best they can be. She knows their interests, their stage of development and what she would like them to achieve. She ensures her resources and activities support them in making progress. However, at times, the curriculum is not consistently sequenced to help children consolidate and build on what they can already do. Sometimes, this means planned activities become too focused on what children cannot do, rather than practising and celebrating the skills they have previously learned.
- Children's communication and language skills are good. The childminder encourages them to develop confidence and fluency when they learn new words. She gives babies time to copy and repeat words in short sentences. For example, they delight in repeating familiar phrases, such as 'ready, steady, go!'

when pushing toy cars. This develops their language skills in fun and meaningful ways.

- Children love listening to stories. The childminder is engaging and uses expression when she reads. She lets children ask questions and checks to see how much they are understanding. In turn, children sit enthralled as they listen carefully and become absorbed in the story. This helps promote children's curiosity through a love of books.
- The childminder supports children's overall physical development well. She encourages babies to explore and to pull themselves up to standing to support their balance and core strength. Older children develop their spatial awareness and coordination when they play games at the local football club. She regularly provides play dough and messy activities to help children gain better muscle strength in their hands.
- The childminder helps children make connections between their physical health and well-being, such as healthy eating and developing good hygiene routines. She ensures that personal care routines, such as nappy changes, are gentle and appropriate to the needs and age of the children. Children develop their independence and self-care skills. For instance, they learn to recognise when they are thirsty or in need of a rest.
- The childminder forms strong bonds with children. Children readily turn to the childminder for comfort and help, knowing they will receive a warm and reassuring response. This helps children develop their sense of self-worth and resilience.
- The childminder provides an inclusive environment where all children are welcome. Children have plenty of occasions to meet others in the community, such as when they visit playgroups or meet with others at the park. However, the childminder has not considered ways in which she can fully support children to hear and use their home languages. This reduces children's opportunities to explore and appreciate what makes them unique and special, and to further develop their self-identity.
- Partnerships with parents are good. From the outset, the childminder listens to and welcomes parents' contributions about their children to help her provide appropriate routines and learning. For example, she follows children's routines from home to provide continuity in their care. She works closely with parents to signpost them to any additional services they might need to help children receive the right help at the right time.

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:

- plan the curriculum to focus more precisely on children's personalised learning and further develop their sense of achievement
- strengthen opportunities for those children who speak English as an additional language to hear and use their home language.

Setting details

Unique reference number	EY421765
Local authority	Kent
Inspection number	10354930
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	18
Date of previous inspection	12 November 2018

Information about this early years setting

The childminder registered in 2011 and lives in Tonbridge, Kent. She offers care from Monday to Thursday throughout the year, from 7.30am to 6.30pm. She receives funding for free early years education for children aged from nine months to four years. The childminder holds a relevant childcare qualification.

Information about this inspection

Inspector

Alison Martin

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 and the inspector discussed how the childminder organises the early years provision, including the aims and rationale of the early years curriculum.
- The inspector spoke with children at appropriate times during the inspection.
- Parents shared their views with the inspector.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The childminder provided the inspector with some 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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