

Childminder report

Inspection date: 12 July 2023

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 are happy and settled in the care of this attentive childminder, who supports their emotional needs well. Children develop strong bonds with the childminder and her co-childminder. For example, children feel confident to seek support when they need help.

The childminder has high expectations for the children's behaviour and the children behave very well. For instance, they say 'please' and 'thank you' without being prompted and ask permission to leave the dining table when they have finished their meal. The childminder implements routine and structure to the children's day. This helps children to know what is happening next and enables them to feel safe and secure in her home.

The childminder builds opportunities for children to develop their independence skills through daily routines. Children are encouraged to tidy up before moving on to the next activity and make independent choices as they select from a range of toys and resources that the childminder makes freely accessible. The childminder provides plenty of opportunities for the children to learn about the world around them. They thoroughly enjoy playing in her garden and participating in nurturing and watering the growing vegetables in the growing beds.

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

- The childminder has a curriculum ethos of being child-led, and she provides a varied curriculum that, overall, supports children's progress. However, the curriculum is not as refined as possible. The daily activities and play opportunities that the childminder plans do not always sharply focus on promoting children's key next steps in learning to achieve at the highest level.
- Children learn to adopt healthy lifestyles. They confidently follow hygiene routines, such as washing hands before eating. They have daily access to the outdoors, and benefit from plenty of fresh air and exercise. The childminder encourages children to take controlled risk, for example, by independently descending from the trampoline in the safest possible way. She provides healthy and nutritious meals and includes a variety of fruits and vegetables. She caters well for children's dietary needs.
- Children's literacy skills are supported well. They have easy access to a wide range of books, which children enjoy making their own selections from. They participate in mark-making and writing activities, such as holding pencils when colouring and children quickly learn to recognise the letters within their own names.
- The childminder and her co-childminder provide good opportunities for children to master skills and be confident learners. Priority is given to the development of

children's small-muscle movements. Young children enjoy completing peg puzzles and successfully pick up and move the pieces using their pincer grip. They later move on to using peg boards for creating and eventually master the use of small bead boards to make colourful art pieces.

- The childminder supports the children's early communication skills well. She clearly emphasises key words within her interactions, introduces new vocabulary and models the correct pronunciation of words. Children listen carefully to the childminder and respond to her guidance. This helps support their understanding and language development.
- The childminder supports children to develop their understanding of different mathematical concepts. For example, during their play, children are encouraged to count such as how many hoops or balls and how far they can be thrown. They complete puzzles independently and confidently name different two-dimensional shapes.
- Partnership with parents is strong. Parents are complimentary about the childminder and her co-childminder. They comment on how the childminder provides a, 'warm and loving family atmosphere'. The childminder speaks with parents at drop-off and collection times to keep them updated about their children's care needs and achievements. Parents appreciate the advice the childminder offers them about how to support their children at home. However, she has not fully established partnerships with all other settings that children attend to share children's next steps and provide greater continuity in their learning.
- The childminders identify their individual key strengths and they work well together to provide good learning opportunities for children. They purposefully evaluate and make enhancements, such as to the garden area, to support children's play and exploration in the outdoor environment.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her co-childminder have a good understanding of their responsibilities to keep children safe. They know who to contact if they have a concern about a child's welfare. The childminder ensures that she completes safeguarding training to keep her knowledge up to date. She understands the process to follow should there be an allegation made against her or her co-childminder. Children are supervised well. The childminder accesses paediatric first-aid training to help her know what to do in a medical emergency.

What does the setting need to do to improve?

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

- refine the curriculum so it sharply focuses on promoting children's key next steps

in learning

- develop partnership working with other settings which children attend to share information about their next steps in learning, and provide a more consistent approach to their learning.

Setting details

Unique reference number	EY455973
Local authority	Kent
Inspection number	10301694
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 11
Total number of places	12
Number of children on roll	32
Date of previous inspection	29 January 2018

Information about this early years setting

The childminder registered in 2012. She works with another childminder in Sevenoaks, Kent. The childminder opens 7.15am to 6.30pm on Monday to Friday, all year round. She also cares for older children during out-of-school hours. She receives funding for children aged three and four.

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 childminder.
- The childminder joined the inspector on a learning walk and talked to the inspector about the curriculum and what she wants the children to learn.
- 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.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of her co-childminder.

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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