

Childminder report

Inspection date: 31 October 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 are happy and secure in the care of the experienced childminder. They seek out the childminder for cuddles when they feel tired or unsure. The childminder provides children with reassurance and helps them to communicate what they need. Before children start, the childminder builds effective relationships with families. This helps her to get to know each child well. She uses this information to support children's development. For example, when they go on holiday, the childminder takes time to find out what the children have done. They then look at family photos together and have conversations about going swimming. This encourages children's language development and speaking skills.

The childminder and children spend most of the day out in the local community. Children visit places of interest, such as castles, wildlife parks and woodlands. They also attend a variety of toddler groups with other childminders. This means that they can play and interact with a wider range of children and develop good social skills. The curriculum is planned well to support children's physical development. The childminder develops children's fine and gross motor skills. For example, she shows them how to peel the backs off stickers, which promotes their pincer grip. Children use large stepping stones to develop their balance. This helps children take part in woodland walks with uneven terrain.

The childminder has high expectations of children's behaviour. She reminds them of the boundaries, for example not to swing on the stairgate. Children listen and adapt their behaviour, which generally is good. The childminder models good manners, which the children repeat when they are playing.

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

- Children develop good attitudes towards their learning and play well together. For example, they wait patiently and take turns to move cubes from a large container into a smaller bottle. The childminder provides children with lots of encouragement and praise during activities. This helps children develop good levels of self-esteem as they show delight in their achievements.
- The childminder introduces inclusion and diversity in an age-appropriate way. For example, when a child exclaims that they have blue eyes, the childminder uses this as an opportunity to discuss similarities and differences. Children compare their eye colours with others and start to gain an understanding of what makes them unique. This helps provide children with a secure sense of self.
- The childminder encourages children to make their own choices in play. The environment is set up for children to be independent when they access toys. They engage for long periods of time, taking what they want out of the boxes. However, at times, the childminder performs tasks for the children that they

could do on their own. For example, she wipes the children's hands and pulls up their sleeves for them. This does not always promote children's growing independence skills.

- The childminder makes effective use of assessment to plan appropriate targets that support children to make steady progress from their starting points. These targets are weaved into daily routines effectively. For example, the childminder encourages children to identify colours within the environment. During a walk, children shout out the colour of cars as they pass. This provides children with opportunities to embed their knowledge and make connections within their learning.
- Children love to dance and ask the childminder to play music. She chooses popular songs for the children to listen to. They all dance together and laugh as they bounce and jump around. This helps children develop a range of movements and coordination.
- Parents state that they are very happy with the care provided by the childminder. They love the daily enriching experiences provided for children to explore the world around them. The childminder gives feedback to parents daily about what their children have been doing. She gives them ideas on how they can support children further at home. However, the childminder has not established partnerships with other settings that children attend. This means that there is not always a collaborative and consistent approach to children's care and development.
- The childminder reflects on her professional development and ways to improve her knowledge. For example, she is completing a course in sign language. As children play with a farm, the childminder tells them each animal and the sound that it makes. She makes the sign for 'pig' and the children repeat the actions with the sound. This supports children's developing communication.

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:

- enhance opportunities for children to do things for themselves to support their developing independence skills even further
- establish partnership working with other settings that children attend to promote a collaborative and consistent approach to children's learning and development.

Setting details

Unique reference number	EY467630
Local authority	Kent
Inspection number	10367499
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 9
Total number of places	6
Number of children on roll	11
Date of previous inspection	11 February 2019

Information about this early years setting

The childminder registered in 2013 and lives in Ashford, Kent. She operates all year round, from 7.30am to 5.30pm, Monday to Thursday. The childminder provides funded care and early education for two-, three- and four-year-old children. She holds a relevant early years qualification at level 3.

Information about this inspection

Inspector

Jennie Winchcombe

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about the children's learning and development, with a particular focus on communication and language.
- The inspector observed the interactions between the childminder and the children.
- The inspector and the childminder carried out a joint observation of a fine motor skill activity.
- The inspector spoke to several parents during the inspection and took account of their views.
- The childminder provided the inspector with a sample of key 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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