

Childminder report

Inspection date: 26 January 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children of all ages are happy, confident and settled. They are excited to join in with the challenging activities that the childminder carefully plans for them. For example, children enjoy making a clay volcano and eagerly mix liquids together and watch it erupt. Children have good opportunities to build on their interests. For instance, after reading a book about owls, children went on to meet real-life owls and learn about their different names.

Children develop good social skills. They are polite and behave well. Children learn about the importance of healthy lifestyles. They talk about the importance of brushing their teeth and discuss how they can keep them clean. All children have good opportunities to develop their physical skills. They learn to move in different ways. For instance, when they act out their favourite story, they jump, stretch up high, crouch down low and sway from side to side. Children gain a good understanding of other people's similarities and differences from around the world. This includes languages and traditions of different cultures and countries. For example, children learn about Diwali, explore henna patterns and try on traditional Chinese gowns.

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

- The childminder and her assistant establish positive relationships with children. This helps children have a good sense of belonging and positive levels of well-being. Children enjoy the company of the childminder and her assistant. The childminder knows children and their individual personalities well. This includes their likes and dislikes. This helps her to plan learning experiences that she knows will interest children. The childminder supports all children, including those who speak English as an additional language, to make good progress.
- The childminder has a good understanding of all areas of learning. Overall, she helps children to gain skills to support their future learning. For example, children gain good understanding of mathematics as they play. They enjoy completing simple sums as they use money in their imaginary shop. Children learn to take turns and share resources as they play. However, the childminder does not consistently encourage all children to try and complete tasks that they are capable of carrying out themselves. This includes preparing and serving their own snacks and putting on their own coats and shoes.
- The childminder and her assistant evaluate their practice together effectively. For instance, at the end of each day they talk about what children enjoyed doing and what they could have potentially done better. They use their findings to support their future activity plans. The childminder monitors the consistency of the quality of care and teaching they provide children. For example, they observe each other interact with children and offer helpful feedback to enhance

their future performance.

- The childminder is proactive in making sure that she builds on her already good knowledge and skills even further. She completes regular training. For example, she has recently learned about the different ways that she can support children to manage their emotions and feelings. This has enabled her to help children fully understand the expectations of their behaviour.
- Overall, the childminder supports children to develop good communication skills. They enjoy a wide range of books and singing activities. Children are confident to communicate. For example, when acting out their favourite stories, they share their ideas with confidence. However, the childminder does not consistently give children enough time to think and then respond to the good thought-provoking questions she asks them.
- The childminder builds and maintains positive relationships with parents. She keeps them fully involved and informed. For instance, she tells parents about their children's day and shares photos of what children have enjoyed doing. The childminder shares helpful activity ideas with parents. For example, she tells them what book their children have enjoyed learning about so they can enjoy reading it at home together.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a good knowledge of safeguarding and child protection. They know who to contact to seek advice and follow up any concerns. The childminder and her assistant ensure that they keep their knowledge up to date. For example, they complete regular training. The childminder completes thorough risk assessments to ensure that she successfully keeps children safe. This includes minimising the risk of COVID-19. Children learn how to keep themselves and each other safe. For instance, with the childminder, they routinely practise how to leave the home quickly and calmly in the event of a potential emergency.

What does the setting need to do to improve?

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

- support children to be more independent and consistently complete tasks that they are capable of completing on their own
- strengthen opportunities for children to build on their developing communication skills and provide them with enough time to think and answer questions.

Setting details

Unique reference number	2502126
Local authority	Kent
Inspection number	10191658
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	12
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She is located in Dartford, Kent. The childminder cares for children from Monday to Friday, from 7.30am to 6pm, all year. The childminder receives funding to provide free early education for children aged three and four years. The childminder works with two assistants. The childminder holds a relevant early years qualification at level 3.

Information about this inspection

Inspector

Kelly Hawkins

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector carried out a learning walk with the childminder. The inspector assessed the impact of the quality of interactions and the learning opportunities she and her assistant provide children.
- The inspector viewed the indoor and outdoor learning environments.
- Written documentation was reviewed. This included safeguarding and child protection policies and procedures.
- During the inspection, the inspector spoke to the childminder, her assistant and children at convenient times and considered their views.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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