

Childminder report

Inspection date: 7 July 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 have a wide range of opportunities to explore, inside and outdoors. For instance, they throw balls through hoops as they develop their physical skills. Children show a positive attitude and persevere with tasks as they collect the balls, ready to have another go. Children's behaviour is good. They take turns and are eager for others to have a go at throwing the balls. For example, they make sure the childminder has a ball so that she can join in the game.

Children settle well in the childminder's home. They respond warmly to the childminder and feel safe and secure in the welcoming environment. Children are curious and keen to see what activities are set out for them to engage with. For example, they explore the different shapes and textures of pasta set out on the tray.

Children are keen to learn new skills. For instance, they listen to and follow instructions as they learn how to undo their laces before putting on their trainers, ready to go outside to play. Children gain a sense of achievement as they work out which trainer goes on which foot. Children are developing their independence as they manage personal tasks in preparation for future learning.

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

- The childminder takes time to learn children's routines. She appreciates the importance of focusing on children's interests to support them to settle and engage in play. The childminder has high expectations for children's learning and has a good understanding of their next steps. She has built secure relationships with the children, who go to her for help and enjoy a cuddle when they need comfort. The childminder's curriculum has a strong focus on supporting children to feel part of her family. This has a positive impact on children's personal, social and emotional development.
- Children enjoy looking at books, both independently as well as having a story read to them. The childminder makes effective use of questioning to encourage the children to talk about what happened in the stories they have previously read. For instance, the children talk about all the food the caterpillar eats before it turns in to a chrysalis.
- The childminder has established positive relationships with parents. She keeps them informed about their children's progress and activities they engage in, to support home learning.
- The childminder supports children who have English as an additional language effectively. For example, she learns key words in the family's home language to support children to settle. She makes strong use of picture cards to help children communicate their needs. The childminder's first language is Italian, and she

understands first-hand the importance of supporting children to communicate in other languages.

- The natural world is important to the childminder. She encourages the children to explore the garden. They particularly enjoy hunting for caterpillars using their magnifying glass. The children look at the markings on the caterpillars that are hiding on the leaves. The childminder points out the many caterpillars living on the plant and all the flowers. Yet, the childminder does not provide enough opportunities to further support older children in their early understanding of mathematical concepts, for instance comparing size and quantity.
- The childminder sings songs and rhymes with the children. She makes clear use of repetition to correct the pronunciation of words. For instance, they look for objects beginning with the letter 's'. The childminder emphasises the 's' sound and encourages the children to repeat the words. This helps to develop children's communication and language skills.
- The childminder offers children a wide variety of sensory experiences. For instance, she encourages them to make patterns in shaving foam using an assortment of tools. The childminder talks to the children about the marks they make as they begin to explore the written word.
- The childminder regularly evaluates the quality of her provision. She completes online training to help her stay up to date with current developments in care and education. The childminder works with other early years professionals to help her to develop her already good practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her knowledge of child protection up to date. She has a good understanding of signs that might indicate a child is at risk of harm and who to report her concerns to. The childminder is fully aware of the risks associated with extreme views and practices and the effect these could have on children. For instance, she clearly explains the indicators of child exploitation and the action to take to protect children. The childminder is aware of the importance of constantly supervising and being vigilant to ensure she always maintains the children's safety and welfare.

What does the setting need to do to improve?

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

- increase opportunities for older children to explore and raise further their awareness about the use of mathematics in everyday play.

Setting details

Unique reference number	2512741
Local authority	Kent
Inspection number	10214977
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	4
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Northfleet, Gravesend, Kent. The childminder provides care from Monday to Friday, from 7.30am to 5pm, for most of the year. The childminder is in receipt of funding for the provision of free early education for children aged four years. She holds a relevant early years qualification at level 3.

Information about this inspection

Inspector

Sara Garrity

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 provider and has taken that into account in their evaluation of the childminder.
- The inspector observed the childminder interacting with the children, inside and outside.
- The inspector and the childminder observed the children engaged in an activity and the childminder fed back to the inspector about the learning taking place.
- Written documentation was reviewed. This included safeguarding and child protection policies and procedures.
- The inspector spoke to parents to gain their views on the service they receive from the 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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