

Childminder report

Inspection date: 14 January 2022

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	Not applicable
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What is it like to attend this early years setting?

The provision is good

Children are motivated learners and eagerly explore the environment. They are developing independence skills needed for their next stage of learning. Children are highly engaged in their learning. The childminder provides interesting and challenging activities which help them to problem-solve and develop their concentration skills. For example, children enjoy exploring the train track and keep working hard to link the right tracks until they finally connect them together.

Children are happy and confident. The childminder takes the time to get to know each child individually. This helps him to assess and plan according to the children's individual interests. For example, the childminder uses the children's interest in cars to assess his knowledge and understanding across the areas of development. He uses this information to plan for the children's next steps. Children are treated with respect and care by the childminder, who is sensitive and attentive to their needs.

Children understand and follow the rules in the setting and act respectfully. The childminder supports children with understanding and managing their emotions. For example, he speaks calmly to a child who is upset, reassuring him, explaining the rules and encouraging him to communicate his needs.

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

- The childminder supports the development of children's communication skills well. Throughout the day, he continuously speaks and comments to the children, introducing new words and encouraging them to respond and discuss their ideas. Children are competent and confident communicators. They delight in sharing their prior experiences with the childminder. For example, they ask him if he likes their haircut, following a recent visit to the hairdresser. Children discuss their ideas and express their needs through a range of play experiences. However, they are not always given the opportunity to think and process their ideas and thoughts before the childminder answers the questions for them.
- The childminder facilitates the children's learning by planning purposeful activities for them to take part in. Children demonstrate a positive attitude towards learning. They display high levels of concentration and have a keen interest in their play. For example, children participate for an extended period of time in a mathematical activity which involves adding and subtracting using balls.
- The childminder observes children in their play, identifies their next steps and plans activities based on their interests. Children are therefore supported in their learning and development, preparing them for the next stage in learning. For example, the childminder supports the children's literacy and recollection.

Following their knowledge of a familiar story, he extends their learning by asking them questions about what happens next.

- The childminder meets the needs of all children in his care and supports their achievement well. For instance, they are confident putting their shoes on, and are encouraged to put their coat and gloves on. Children are free to choose activities which interest them. The childminder supports and encourages them to overcome challenges and not give up. Children's achievements are regularly celebrated.
- The childminder understands the importance of providing children with healthy snacks and meals. Children are taught the importance of cleanliness and personal hygiene. For example, the childminder explains to them the importance of washing their hands before eating.
- Partnerships with parents are good. The childminder keeps parents well informed of their children's learning and development, and how to support children's learning at home. Parents speak highly of the childminder. They value the care that he provides for their children.
- The childminder is committed to improving his skills, knowledge and children's outcomes. He attends a variety of courses and webinars, and uses the knowledge gained from training to continually improve his teaching skills.
- The childminder encourages the children to take risks in their play. For example, they are free to explore a variety of equipment that supports their gross motor skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good and in-depth understanding of the signs of abuse and how to keep children safe. He knows and understands the wider safeguarding matters, such as radicalisation and female genital mutilation. The childminder completes online training to keep his knowledge and understanding up to date. Children are supported to keep safe online. For example, the childminder supervises them online and explains to children and their parents the importance of internet safety. Risk assessment are carried out regularly by the childminder, ensuring that the environment is safe and that hazards are identified and removed or minimised.

What does the setting need to do to improve?

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

- allow children more time to process and respond to questions during interactions with them, to further support the development of speech and language.

Setting details

Unique reference number	2514890
Local authority	Kent
Inspection number	10207872
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	3 to 9
Total number of places	6
Number of children on roll	2
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Gravesend, Kent. He operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. He works in partnership with his wife, who is also a registered childminder.

Information about this inspection

Inspector

Oshra Murphy

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 setting.
- The childminder showed the inspector around the premises and discussed how they ensure it is safe and suitable.
- The childminder spoke to the inspector about their intention for the children's learning.
- Children communicated with the inspector during the inspection.
- Parents shared their views of the childminder's setting with the inspector.
- The inspector observed the quality of education being provided and assessed the impact this was having on children's learning.
- 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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