

Childminder report

Inspection date: 3 February 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
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 are exceptionally happy, confident and settled. They are eager to join in with the highly motivating activities that the childminder carefully plans for them. Children have a consistently positive attitude to their learning. For example, children enjoy exploring dry materials, such as oats and cocoa powder. They investigate what happens when they use electric whisks to mix in water. They go on to explore how the mixture feels and what prints they can make if they stand in it. Children are ecstatic when the childminder joins in with the activity and they enjoy her company very much. Children are independent. For instance, they complete tasks on their own, such as finding their own belongings. If they do not complete the task first time, they consistently try hard until they succeed.

Children develop exceptionally good social skills. Their behaviour is impeccable and they are extremely polite and kind. For example, they help care for the family animals. They carefully and maturely handle the Bearded dragon 'Blaze', prepare her salad and bathe her. Children learn about the importance of healthy lifestyles. This includes talking about the importance of keeping their teeth and gums clean. For example, they complete activities that help them understand how to thoroughly clean their teeth. Children have good opportunities to develop their physical skills. They learn to move in different ways, such as they balance to ride a bike and use a scooter confidently.

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

- The childminder establishes exceptionally secure and trusting relationships with all children. She gets to know their individual personalities incredibly well. This includes their likes and dislikes. This helps her to plan challenging activities that she knows will keep children enthralled in their highly motivating play and learning experiences. Children have an excellent sense of belonging and levels of well-being, self-worth and self-esteem.
- The childminder reviews her practice effectively. For example, at the end of each day she evaluates how well she engaged children. She uses her findings to support her future activity plans. All children make good progress in their learning and development. The childminder is keen to continue to build on her skills and knowledge. She completes training that she feels will benefit her practice and the children she cares for. For example, she has recently learned about how to support children to have good mental well-being. This includes introducing activities where children express their emotions and how they are feeling with confidence.
- The childminder establishes positive relationships with parents. She keeps them fully involved and informed. For instance, each day she shares photos and videos of what children have enjoyed learning. The childminder shares helpful

information with parents. This includes tips on how to help keep children safe online.

- The childminder liaises with parents to ensure she knows about any information that has been shared with them by staff at the settings children also attend. However, she does not directly communicate with the other settings to build on partnerships with them. Therefore, the childminder does not yet provide the highest level of consistency to the children's care and learning experiences.
- The childminder supports all children to make good progress. This includes children who speak English as an additional language. Overall, the childminder makes sure her practice is diverse and inclusive. However, she does not yet consistently provide children with more opportunities to learn about other peoples' similarities and differences outside of their own experiences. For example, the childminder is more confident to teach children about festivals that are more familiar to her, such as Easter and Christmas.
- The childminder supports all children to develop good communication skills. Children are confident to share their thoughts and ideas as they play. The childminder reinforces the correct pronunciation of words sensitively and builds on children's sentences. Therefore, she successfully helps children to widen their range of vocabulary.
- The childminder builds on children's interest in mathematics. For instance, children go on daily walks in the community to recognise numbers on doors and car number plates. Children are excited to share with the childminder that the stick they have found on their walk looks like a number seven. The childminder builds on their excitement and encourages children to find more sticks that look like a number.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of safeguarding and child protection. This includes knowing who to contact to seek advice and how to follow up any potential concerns. The childminder keeps her safeguarding knowledge up to date. For instance, she completes regular training. The childminder completes thorough risk assessments to ensure her home is safe. This includes practices she has in place to minimise the risk of COVID-19. For example, thorough cleaning and handwashing routines. Children learn how to manage risks and keep themselves safe. For instance, on regular visits to the beach, they talk about how to stay safe near water as they paddle in the sea.

What does the setting need to do to improve?

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

- build more effective partnerships with staff at other settings that children also

attend

- provide more opportunities for children to develop their knowledge and understanding of similarities and differences between their own and other communities.

Setting details

Unique reference number	2522284
Local authority	Kent
Inspection number	10208128
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 4
Total number of places	6
Number of children on roll	3
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 6am to 6pm, all year around. The childminder receives funding to provide free early education for children aged three and four years.

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 the childminder provides 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 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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