

Childminder report

Inspection date: 13 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 benefit from the warm and inviting environment created by the childminder, where they use mostly naturally sourced equipment and resources. Children are creative and imaginative. They become engrossed in their role play as they make a cup of tea for the childminder at one of the well-resourced play kitchens.

The childminder has high expectations for children's language development. Children listen avidly to stories and sing a range of songs, which helps to build on their growing vocabulary. They remember the names of different objects when they take them out of a bag and link them to various nursery rhymes. Children count confidently on their fingers as they sing 'Five little ducks' and practise the mathematical skills they need for their future learning.

Children behave well. They show that they feel happy, safe and emotionally secure in the childminder's care. Children join in with decision-making, such as whether they help with the preparation of meals. They begin to understand the social rules and wait for their friends to finish their lunch. Babies develop early social and communication skills when the childminder teaches them the signs 'more' and 'please' while eating. Children settle quickly and develop strong bonds with the childminder and each other.

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

- The childminder knows the children well and helps them to make good progress from their starting points. She plans activities effectively that support children's interests and learning in all areas of the curriculum. The childminder implements most of her planning well, such as building children's confidence. However, children do not always learn what is fully intended. For example, at times, the childminder does not use her resources effectively enough to help children to recognise numbers and consistently promote the names of shapes during activities.
- The childminder builds positive and long-lasting relationships with families. Parents communicate high levels of satisfaction with the service they receive. The childminder uses various methods of communication to inform parents of the activities their children engage in. However, she does not consistently liaise with other early years professionals at other provisions children attend, to fully support consistency of learning.
- Children develop good physical skills. They regularly play and exercise in the childminder's garden. For example, they jump about to pop bubbles and dance to music creatively. The childminder plays alongside children and interacts positively with them. She introduces coloured scarves and shows children how to

wave them up 'high' and then down 'low', to explore a range of movements. Additionally, they attend regular groups in the local community, such as gymnastics and forest school activities. Babies play with increasing confidence on their own when they know the childminder is nearby. They practise their hand-to-eye coordination as they explore a range of physical and sensory toys. Older children practise their writing skills well.

- The childminder works closely with parents to meet children's dietary requirements. Children develop a good understanding of what foods are healthy for them. They drink water with meals to aid good oral health. Children successfully manage some tasks for themselves and grow in independence. For example, they pour their own drinks and use miniature tongs to select their own sandwiches. Children wash their hands before meals. Hygiene routines are effective.
- The childminder helps children to develop a sense of belonging, which supports their emotional well-being. For example, children find and then place their named wooden peg doll into a wooden house on arrival. They begin to develop an awareness of the similarities and differences between themselves and other people. The childminder plans activities related to different religious festivals throughout the year to teach children about how other people live.
- The childminder keeps a reflective journal and seeks the views of parents, children and other childminders to help to improve her practice. For example, she has introduced a summary of children's progress to share with parents to support home learning. The childminder attends training for her own professional development. For instance, she has achieved an accreditation in The Curiosity Approach, to help raise the quality of her provision even further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibilities for safeguarding children. She knows the signs and symptoms that might indicate a child is at risk of harm. The childminder is clear about her reporting procedures and who to contact for advice. She is aware of wider child protection issues, such as radicalisation and extremism. The childminder keeps her paediatric first-aid certificate up to date. Children learn how to keep themselves healthy and safe. For example, they discuss with the childminder why she is wearing protective gloves when she prepares their food. Risk assessment is effective.

What does the setting need to do to improve?

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

- strengthen practice during planned activities, to consistently support the intended learning

- enhance partnerships with other early years settings children attend, to ensure consistency in the learning support provided.

Setting details

Unique reference number	2524344
Local authority	Kent
Inspection number	10208202
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 7
Total number of places	6
Number of children on roll	14
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Dartford, Kent. She operates all year round from 8am to 6pm, Monday to Friday. The childminder has an approved childcare qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jane Winnan

Inspection activities

- This was the first routine inspection the childminder has 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 walked the inspector around her home to understand how the early years provision and the curriculum are organised.
- The inspector carried out a joint observation with the childminder.
- The inspector held discussions with the childminder and interacted with children at appropriate times during the inspection.
- The inspector looked at a sample of documents, including the safeguarding children policy and complaints procedure.

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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