

# Childminder report

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Inspection date: 23 June 2022

|                                              |                    |
|----------------------------------------------|--------------------|
| <b>Overall effectiveness</b>                 | <b>Good</b>        |
| The quality of education                     | <b>Good</b>        |
| Behaviour and attitudes                      | <b>Good</b>        |
| Personal development                         | <b>Outstanding</b> |
| Leadership and management                    | <b>Good</b>        |
| Overall effectiveness at previous inspection | Not applicable     |

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are free to explore the excellent and engaging environment provided for them indoors and outdoors. They lead their own learning with minimal interruption from the childminder. They feel safe and secure. Children form good relationships with the childminder, who is attentive and sensitive in her approach. They feel confident to go to the childminder for cuddles and comfort when they feel upset.

Children have a good attitude to learning. They start to develop a good understanding of basic mathematical concepts. They do this in a number-rich environment. For example, they recognise and name numbers they find in the sand. Children learn to problem-solve through trial and error. For instance, they understand that they need a container without holes to transport water around the garden. Children begin to understand the concept of cause and effect, as they push the garage lift down then press the button to stop it midway.

Children behave well. They learn to share and take turns. Any conflicts are dealt with in an age-appropriate way and sensitively by the childminder. Children's self-care and hygiene are supported extremely well. They know and understand that they need to wash their hands after touching the animals and before meals.

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

- The childminder supports children to take age-appropriate risks, such as climbing up the ladder to the construction house. She is nearby to help children when they struggle, such as when they need to go down the ladder. This helps to support children to develop their resilience and self-confidence.
- The childminder understands the impact that the COVID-19 pandemic has had on children's language and communication development and social skills. All children, including children who speak English as additional language, develop their communication and language skills well with accordance to their ages and stages of development. The childminder constantly speaks to children, giving them time to process and reply. She repeats the answer back to them using the correct pronunciation.
- The childminder uses observations and assessment effectively. She collects information from parents about their children's interests. The childminder uses these as a base for planning activities that engage children and help them to settle in. The regular observations and assessments of children's development and learning help her to plan for their next steps. This ensures that children's learning and development needs are met.
- Children learn about their community and natural world with excellent and engaging experiences. For instance, they go on purposeful outings to the farm, the pet shop and the garden centre. They learn to respect and look after animals

and plants. They feed the turtles and look after the tadpoles. Children grow and eat their own fruit and vegetables. For example, they grow, pick, wash and eat strawberries. They celebrate various holidays and special days, such as Holi, Eid and Albanian Mother's Day. Parents are encouraged to share their and their children's cultural experiences. This provides children with excellent opportunities to understand and respect the wider community that they live in.

- The childminder's interactions with children are generally good. However, during a musical activity, the childminder does not consistently use high-quality interactions to fully engage children. Consequently, children quickly lose interest and do not make the best possible progress.
- Partnership with parents is a strength of the childminder's practice. She keeps parents informed of the children day-to-day activities and their development regularly. This is done through daily feedback, emails, messaging and regular meetings. Parents describe the childminder as 'amazing' and 'brilliant'. They comment on the good progress their children are making, especially with regards to their language and communication.
- The childminder has an excellent understanding of the importance of her personal and professional development. She is fully aware of the impact it has on the quality of care and education she provides to the children. The childminder participates in appropriate courses to help her to embed her already good practice. For example, recent training has improved her knowledge of how to ensure that babies' development is well supported.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a very good understanding and awareness of her responsibility in keeping children safe from harm. She is extremely confident in knowing what to do if she has a concern about a child or an adult. The childminder has an in-depth knowledge of all aspects of safeguarding, including radicalisation and county lines. She knows the importance of ensuring that children are kept safe online. The childminder has clear risk assessments in place with regards to her pets. She makes parents aware of these from the start. The childminder carries out regular fire drills with the children. This helps children to understand what to do if they need to evacuate in an emergency.

## What does the setting need to do to improve?

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

- improve the quality of interactions and engagement during adult-led activities to help children to learn as much as they can.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 2550569                                                                           |
| <b>Local authority</b>                             | Kent                                                                              |
| <b>Inspection number</b>                           | 10221568                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 2 to 3                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 3                                                                                 |
| <b>Date of previous inspection</b>                 | Not applicable                                                                    |

## Information about this early years setting

The childminder registered in 2019 and lives in Dartford, Kent. The childminder cares for children from Monday to Friday, 6.30am to 5.30pm, all year round.

## Information about this inspection

### Inspector

Oshra Murphy

### 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 childminder and the inspector completed a joint evaluation of an activity.
- The inspector discussed with the childminder how she intends to support children's progress, implement the curriculum and undertake observations and planning.
- The inspector observed the quality of education during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector took parents' views into account by reading their written comments and through phone calls.
- The inspector held discussions with the childminder. She reviewed a sample of documentation.

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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