

Childminder report

Inspection date: 30 June 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 thrive in the care of the friendly childminder and her assistants. Children's behaviour is excellent. The childminder and her assistant have a calm and consistent approach. Young children respond extremely well and show high levels of respect for each other. For example, they remind children to use 'kind hands' and children play very well alongside each other.

Children show that they feel safe and secure as they seamlessly move through the setting and follow the routine. Once settled, children have strong bonds with their key person. For example, they go to adults for cuddles and to tell them about what they have been doing in another room. Children are eager to show the childminder and her assistants what they can achieve and are confident. For example, they climb and balance on a tyre and absorb the praise of the adults around them. Children have highly positive attitudes towards learning and become engrossed in activities. For example, younger children relish the opportunity to explore paint and use brushes to paint cars. Children build on this and enjoy the sensory experience of painting their arms and making potions by adding water to their play.

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

- The childminder is extremely passionate about her setting. She is highly reflective and regularly reviews and develops the service that she offers children and their families. The childminder provides effective support for her assistants. She ensures that they complete regular training, and they have professional discussions about aspects of their role. As a result, her assistants are happy and they work well together. Children receive good continuity in their care and learning.
- The childminder and her assistants have a good, detailed knowledge of each individual child's needs. Children develop close caring relationships with adults, who see to their needs in a sensitive and calm way. The childminder and her assistants are aware of any areas that children require additional support in and swiftly take action. This includes involving other professionals. Children with special educational needs and/or disabilities particularly benefit. All children make good progress from their individual starting points.
- The childminder and her assistants place a strong emphasis on language development. For example, they role model a range of words as children play in the sand. They have a good understanding of how to support children who speak English as an additional language. The childminder and her assistants ensure that they get to know children's home language and children's abilities in both languages. They are able to carefully observe and give good support for children to successfully build their language skills.
- Parents are extremely complimentary about the childminder and the service she

offers. The childminder takes time to get to know families and keeps them informed of their children's development and information about her setting. For example, she sends out newsletters and holds parents' evenings.

- The childminder plans her curriculum to support children to learn. She carefully plans her environment to ensure that children have a good range of learning experiences. For example, children take part in messy play activities, have physical development opportunities to climb and a good range of resources. She uses times when younger children sleep to support older children with more detailed activities. However, at other times the oldest children do not receive the same level of challenge to help them make even more progress.
- Children enjoy the opportunity to be independent and like making choices, which the adults around them support. For example, they serve their own snack and older children wash their hands at the sink. Children choose where they would like to play and often move between the garden and inside to follow their interests. All children develop skills that will help them be ready for their eventual move to school.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants have good safeguarding knowledge. They have all completed training to ensure that they are alert to the signs that show a child may be at risk of harm. The childminder is aware of the local safeguarding partnership policy and the action to take if she has concerns. She ensures that her assistants have a secure knowledge of the policies and where to access the information. The childminder and her assistants carefully risk assess their environment to help keep children safe. For example, they ensure that messy activities are promptly cleared away and help children to learn about their own safety.

What does the setting need to do to improve?

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

- enhance the support for older children to challenge their learning more consistently throughout the day to help them make even better progress.

Setting details

Unique reference number	2562775
Local authority	Kent
Inspection number	10239193
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	9
Number of children on roll	27
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Greenhithe, Kent. The childminder regularly work with two assistants. She offers care weekdays, all year round, except bank holidays. The childminder receives funding to provide free early years education for children aged two, three and four years.

Information about this inspection

Inspector

Sarah Taylor-Smith

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 showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector gained the views of parents through written feedback they had given the childminder.
- The inspector spoke to the childminder, her assistants and the children during the inspection.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022