

Childminder report

Inspection date: 21 June 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
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 play happily in the safe and secure environment. They love to spend time with the cheerful, kind and nurturing childminder, with whom they have formed strong emotional attachments. They turn to the childminder to support their play, as well as to seek comfort. The childminder is always ready with a smile and sympathetic hug. Children have equal focus of her attention and are confident she will meet their needs.

Children are self-motivated, adventurous and curious. They become fully engaged in activities, such as colouring in a mask or sorting farm animals into groups. They love to dig in the mud and splash in the water. Young children have time to practise skills and follow interests, such as when they post shapes or complete jigsaw puzzles. They demonstrate their imaginative play when they make pretend cups of tea or dress up. They begin to build good foundations for the skills they will need for their future learning, including when they go to school.

The childminder recognises that during the COVID-19 pandemic some children did not have lots of social experiences. The childminder expects children to respect one another and understand simple rules. She actively supports children when they find this difficult or when their emotions overwhelm them. Children develop friendships as they learn patience and understand how others are feeling.

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

- The childminder is a conscientious and highly involved practitioner. She plans a broad and appropriate curriculum to meet children's learning and development needs. She thinks about how she can improve activities while children play to extend their skills. The childminder works closely with other professionals. This supports her ongoing professional development and knowledge.
- The childminder knows what children like and what they can do. She uses successful teaching strategies to enhance their learning. For instance, while children play with farm animals, she plays alongside them to introduce new words. Children who speak English as an additional language are supported well. For example, the childminder uses their home language alongside English when they name colours during an art activity.
- The childminder introduces young children to a wide range of words to build their communication skills. Children enjoy singing songs and listening to stories. The childminder is good at stimulating children's conversation. For instance, she talks about the rabbit and what he likes to eat. She encourages children to be curious and ask questions and she listens carefully to what they have to say.
- The childminder provides lots of opportunities for children to develop their physical skills. Children negotiate steps in the garden, climb steadily on the

climbing frame and push themselves in the toy car. They develop their smaller muscles when they pour water, dig and scoop in the sand and colour in pictures with pens.

- The childminder helps children develop healthy hygiene routines. Children learn to take care of themselves when they wash their hands, put on their sun hats and feed themselves at lunchtime. They learn about caring for others in playful ways, such as when they bathe the dolls or feed the rabbit.
- The childminder uses spontaneous opportunities to support children to develop skills in mathematics. She counts, uses mathematical language, such as one more or less, and describes space and position. Children demonstrate good mathematical skills when they complete puzzles and match and sort shapes.
- Overall, the childminder establishes strong partnerships with parents. Comments from parents indicate how highly they regard the childminder. Parents share information with the childminder about their children's routines, preferences and interests. This means children settle quickly and happily. However, the childminder does not consistently share information with parents about how they can further support children's learning at home.
- Children learn about the world around them. The childminder takes them to the park and to meet other children at toddler groups. This helps children learn about their community and supports their social interactions with others. The childminder shares children's awe and wonder in the natural world. For instance, she helps them notice and describe the characteristics of a snail they find outside. Children love to feel the grass on their bare feet or spray water to cool themselves in the hot weather.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows how to keep children safe. She knows the signs and symptoms of abuse and neglect and what to do if she has concerns about the welfare of children. She keeps detailed records and shares these with other professionals when required. The childminder is knowledgeable about other safeguarding issues, such as extreme behaviours and grooming. She shares any information she has with parents to keep children protected in the community. The childminder ensures her own home is safe and secure for children to play. She fosters an open culture of dialogue and trust between her, the children and parents. They are confident to share their worries or concerns with her.

What does the setting need to do to improve?

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

- enhance the good partnerships with parents to further support, complement and extend children's learning at home.

Setting details

Unique reference number	2566532
Local authority	Kent
Inspection number	10239285
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	0 to 2
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Borough Green, near Sevenoaks, Kent. The childminder cares for children on Tuesday, Wednesday and Friday, from 8am to 6.30pm, term time only. She receives funding to provide free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Alison Martin

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 childminder.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the childminder with the inspector.
- 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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