

Childminder report

Inspection date: 11 May 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 form secure relationships with the childminder who offers a welcoming homely environment. Children show good attitudes to learning, settling quickly when they arrive and engaging in a wide variety of activities. They enjoy imaginative play together, where they share ideas and develop their creativity. Children behave well and they understand the expectations in place. For example, they are kind to one another, share and take turns. Children show great affection towards the childminder, who is responsive to their needs. There is a great sense of fun in the setting.

Children's interest in the natural world is supported well. They learn how to grow and nurture plants from seed, which gives them a sense of achievement. It supports their understanding of mathematical concepts, as they use comparative language such as 'big' and 'bigger' when talking about their plants. Children make good progress in their physical development. They enjoy a daily outing to different places, including local groups, parks, and soft play. Children skilfully use the climbing and balancing equipment in the childminder's well-equipped garden. For instance, they confidently climb the steps of the slide and steady their balance before sliding down. Children self-assuredly make their needs known and the childminder encourages them to make choices.

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

- The childminder plans a curriculum which takes account of children's individual needs and promotes their independence. She organises the environment to inspire children to self-select resources and lead their own play. She encourages children to 'have a go' and warmly praises their efforts. For example, when making play dough, children pour their own flour and oil. They skilfully use their fine-motor skills, as they vigorously mix their ingredients. Children are becoming confident and independent learners.
- The childminder promotes children's awareness that print carries meaning. She labels children's pots and drink bottles, so they learn to recognise their name. Children make patterns and shapes in sand and play dough. They draw pictures for their parents and 'write letters' to put in their home-made post box.
- The childminder is aware of the potential impact, during the COVID-19 pandemic, on children's learning and well-being. She takes this into account when making settling-in arrangements with parents. The childminder gathers detailed initial information about children, to plan for their individual needs.
- Partnerships with parents and other settings children attend are established. The childminder offers a supportive, flexible service to parents. She is proactive in forging links with schools and other settings. The childminder has a secure overview of children's progress and development. Parents speak very highly of

the childminder; they report that the support they receive is invaluable. They state that, 'their children love coming to the setting and are making good progress.' They welcome the regular updates the childminder provides about their child's progress and well-being.

- The childminder increases children's awareness of diversity through providing multi-cultural resources and celebrating some religious and cultural festivals. The curriculum does not provide enough opportunities for children to learn about people in the wider world.
- Children enjoy listening to stories and looking through books. The childminder promotes this by creating cosy reading areas and taking children to the library.
- The childminder promotes children's well-being effectively. She encourages their self-care routines, so children understand the importance of routine handwashing. The childminder provides healthy meals and snacks, including a hot, home-cooked meal for children at the end of the day.
- The childminder supports children's speech and language skills well. She talks to the children as they play, introducing new words and asking questions to encourage their thinking. At times, the childminder moves on too quickly before children have had a chance to respond.
- The childminder is committed to her continuing professional development. She attends relevant training and takes an interest in initiatives and new developments in early years practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder updates her safeguarding knowledge frequently. She attends regular safeguarding training and keeps up to date with local authority updates. She has a very good understanding of her role and responsibility to safeguard children and who to contact with concerns. The childminder has a clear safeguarding policy, which she shares with parents. The childminder teaches children how to keep themselves safe. For example, she explains to children why the road safety rules are in place and ensures they are consistently followed. Daily risk assessments are carried out regularly to minimise potential risks in the environment.

What does the setting need to do to improve?

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

- increase the opportunities for children to learn about the people in the wider world
- strengthen conversations with children by leaving a longer gap for them to respond to questions.

Setting details

Unique reference number	2618274
Local authority	Kent
Inspection number	10238539
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	2 to 5
Total number of places	6
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021. She lives in Gravesend in Kent. She works from Monday to Thursday, all year round. She holds a recognised qualification at level 3. She offers funded places for three- and four-year old children.

Information about this inspection

Inspector

Lizzie Mackey

Inspection activities

- This is 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 setting.
- The inspector discussed the childminder's curriculum and observed the quality of teaching.
- The inspector spoke to parents and took account of their views.
- The inspector sampled a range of documents, including paediatric first aid and safeguarding certificates.
- The inspector sampled policies, including the safeguarding policy.

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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