

Childminder report

Inspection date:

29 September 2023

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

The childminder has strong bonds with all of the children who attend her setting. She ensures that she has a deep understanding of children's characters and individual needs, which significantly supports their well-being. This helps children to feel happy, settled and cared for. Children mirror the high levels of respect the childminder gives to them, and behave extremely well towards their friends. They look out for one another when they need help, share out resources and are keen to engage and play together.

The childminder has high expectations for each and every child. She is good at providing precisely targeted activities that support children to make good progress. She is highly engaging and enthusiastic in her interactions with the children. Children respond very well to this and show extremely positive attitudes to their learning. They smile, giggle and jump for joy while playing turn-taking games together. Children thoroughly enjoy playing imaginary games such as flying on a plane and serving pretend pizza. They relish learning new ways to navigate the climbing frame outside, carefully listening to the advice and support from the childminder. Children soak up the many learning opportunities and are confident and inquisitive, with a 'can-do' attitude to learning.

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

- The childminder has a secure knowledge of the curriculum and how to use assessment effectively to plan for children's learning. She carefully considers what the children need to learn next and provides simple, well-targeted activities. The children clap their hands excitedly as they anticipate group-time games. For example, they work really well with each other, taking turns to press the hedgehog's head, and laugh with surprise when the spikes pop up.
- The childminder uses her previous expertise and knowledge to help her to identify and support children with special educational needs and/or disabilities. She works effectively in partnership with parents and other professionals involved to ensure that children receive the help they need to make the best possible progress.
- Children experience a language-rich environment. The childminder uses effective strategies to develop children's communication and language skills. She regularly sings with the children and reads them stories. Furthermore, she asks questions during their play and encourages them to repeat back new vocabulary. Children delight in exploring shape names using magnetic shapes and differently cut sandwiches.
- Children are consistently highly motivated and keen to join in. They eagerly take part in activities and demonstrate high levels of concentration. They focus with determination until they learn how to catch a ball, pedal a bike and paint

different letters.

- The childminder sets clear and consistent boundaries for children's behaviour. Children play exceptionally well together, sharing resources and welcoming others into their play. They take the bike over to their friends, saying, 'It's your turn now.' Children ask their friends what colour spoon they would like for lunch before choosing themselves. They are polite and are able to tell their friends what they do not like. Children respond quickly to both the childminder and their friends' expectations. The childminder is an excellent role model, is calm and gentle, and treats children with genuine, positive regard.
- The childminder actively encourages children's self-help skills and independence throughout their daily routine. For instance, children know why they need to wash their hands before eating and they persevere until they can put their own shoes on. The childminder offers lots of guidance and praise to support them to begin to use the potty. This helps children to gain the necessary independence in readiness for school.
- The childminder has a wealth of previous knowledge and experiences to draw on, which she uses daily to provide good care and education to all children. She communicates regularly with the local authority adviser for support. However, she has not focused on identifying professional development opportunities to build on her knowledge and skills to further enhance the quality of her teaching.
- Partnerships with parents are well established. The childminder communicates daily with parents about their child's development and what they are working on. She provides advice and support on issues at home, such as speech and diet. Parents highly value the care that children receive. They say their children flourish under the childminder's 'exceptional care and dedication'.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role with regards to safeguarding. She is clear on the signs and symptoms of abuse, how to record safeguarding incidents and where to refer child protection concerns to. The childminder completes regular safeguarding training to update and expand her knowledge. She undertakes effective daily risk assessments of the setting, to help reduce and minimise any potential hazards.

What does the setting need to do to improve?

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

- make more use of professional development opportunities to continually build and develop knowledge and skills over time.

Setting details

Unique reference number	2639029
Local authority	Kent
Inspection number	10295721
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 3
Total number of places	3
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021. She lives in Swanley in Kent. The childminder has level 3 qualification in childcare. The setting operates from 8am to 6pm, all year round.

Information about this inspection

Inspector

Nina Harvey

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 setting.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector carried out a joint observation of an activity with the childminder.
- Parents shared their views with the inspector.
- The inspector observed the interactions between the childminder and children and considered the impact on learning.

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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