

Childminder report

Inspection date: 18 July 2024

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

The childminder and her co-childminder provide a welcoming and nurturing environment where children feel safe and display a strong sense of belonging. The childminder builds trusting relationships with all children. She provides comfort and reassurance when children become upset or tired. This helps children to feel secure. Children confidently access the resources and positively engage in their play. For example, children excitedly make sounds using a piano and guitar. The childminder knows children well and she plans a curriculum that builds on their interests and what they need to learn next. She provides opportunities to support children's personal, social and emotional development well. She encourages children to share materials and work together to make potions. Children eagerly identify herbs, add these to their mixture and talk about their creations. They show a positive attitude to learning and persist with activities. The childminder praises children for their effort and achievements, which helps to support their confidence and self-esteem.

Children behave well. The childminder gives them clear boundaries and gentle reminders about the expectations for their behaviour. Children are familiar with the setting's rules, such as using kind hands and sharing toys with each other. Children are polite and display good manners. For example, they say 'please' and 'thank you' to their friends when sharing resources.

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

- The childminder accurately assesses children's learning, considering their individual capabilities and interests. She identifies what children can already do and plans exciting opportunities to help build on their existing skills and support any gaps in their development. Consequently, all children make good progress in their learning.
- The childminder provides a broad range of outings to help enhance children's learning experiences. They visit the community farm, a local garden centre with an aquarium, nearby parks and other places of interest. Children have learned how to care for guinea pigs, following a recent visit to a pet shop. The childminder helps to widen children's social experiences, such as by visiting care homes for the elderly. This enables children to learn about different generations.
- Children demonstrate a love of books. They listen with interest as the childminder reads them their favourite stories. The childminder makes good links to familiar stories within children's play. For example, children excitedly repeat phrases from the book 'Room on the Broom' as they make potions. The childminder skilfully introduces words into children's play to help widen their vocabulary. Older children describe the texture of their potion as 'slimy' and 'gooey', which prompts further discussion with the childminder. However, at

times, the childminder does not consistently give children sufficient time to engage in purposeful conversation. Therefore, at these times, children do not always receive support to enhance their thinking skills.

- The childminder provides some opportunities for children to learn about their local community and cultural celebrations. She teaches children about traditions such as Diwali, Easter and Lunar New Year. However, the childminder has not fully considered how to provide children with consistent opportunities to help them gain a deeper understanding of diversity. This does not help children to further extend their learning in relation to the wider world.
- The childminder encourages children to be independent. Children become increasingly confident in managing their own self-care needs. They learn to use the toilet and wash their hands confidently. Furthermore, they put on their shoes and sun hat to go out in the garden. Children show confidence in making their own choices about the activities they want to take part in. For example, children enjoy playing with puzzles and talking about the names of baby animals.
- Children's safety and well-being are the childminder's priority. She undertakes regular safeguarding training to help ensure that her local safeguarding knowledge is secure. She understands the procedures to follow if she has a concern about a child's welfare. Furthermore, she completes daily risk assessments inside and outside to check for hazards to ensure children's safety.
- The childminder is reflective in her practice. She works closely with her co-childminder and, together, they identify any areas for improvement in the setting. The childminder undertakes a wide range of training, such as special educational needs coordinator training, to develop her knowledge and skills.
- The childminder works well in partnership with parents. She discusses children's needs and interests before they start at the setting so that she understands how best to support them. Parents report that they are very happy with the care and learning their children receive. They say that their children are happy, enjoy their time with the childminder and they value the variety of learning experiences that are provided outdoors.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- strengthen practice to effectively enhance children's critical thinking skills
- enhance the curriculum to strengthen opportunities for children to learn more about other cultures and religions that are different to their own, to help them

further understand the wider world they live in.

Setting details

Unique reference number	2669382
Local authority	Kent
Inspection number	10260013
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 8
Total number of places	5
Number of children on roll	10
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and works at the home of her co-childminder in Gravesend, Kent. She offers care from Monday to Friday, 8am until 6pm, throughout the year. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Nicky Chambers

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 discussed with the inspector how she organises her setting and plans the curriculum for children.
- The inspector observed children taking part in activities with the childminder, and assessed the impact this had on children's learning.
- The inspector held discussions with the childminder. She looked at a sample of key documentation on request.
- Parents' views were considered by the inspector.

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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