

Childminder report

Inspection date:

27 November 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 has created a lovely home-from-home environment. Children feel safe and secure as they confidently choose activities to engage in, building their confidence and self-esteem.

The childminder engages in imaginative play with children. For instance, they pretend to be shop keepers in the role-play area and enjoy pretending to be ballet dances. The childminder helps children recall the correct position of their feet. Children are enthusiastic and motivated to learn. They sing heartily and eagerly follow instructions during routines, such as tidy-up time. The childminder offers praise and encouragement and children respond warmly to these interactions.

Books and stories are a key part of the daily routine. The childminder helps children recall stories they have read, such as 'Room on the Broom', helping children to build vocabulary. She talks to children about the role of the author and illustrator in the story.

The childminder takes time during the routines of the day to promote children's independence skills and sense of responsibility. Children learn to chop their fruit for their snack and use scissors safely. They show high levels of independence and an understanding of keeping themselves safe. They are encouraged to take responsibility for their own care needs, such as washing hands and wiping noses.

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

- The childminder has an accurate view of what children already know and what they need to learn next. She puts appropriate support in place to meet children's individual needs. For example, she uses strategies to help children regulate their emotions. This helps all children make good progress in their personal, social and emotional development. The childminder gathers valuable information from parents about children's starting points and assesses their ongoing learning.
- The childminder understands that communication and language is fundamental to help children succeed. The childminder's good-quality interactions support children's speech and language skills. For instance, throughout activities, she models good conversational skills and incorporates simple sign language to support communication. However, on occasion, the childminder does not allow enough time for children to think and respond during conversations to further enhance their language skills.
- The childminder's skilful and gentle reminders help children learn to play harmoniously together. For instance, children are encouraged to say 'no thank you' if they do not like what another child is doing. Children share with their peers and learn to take turns using sand timers. The childminder helps children

understand that their actions have an impact. However, on occasion, she does not successfully support children to understand how to wait their turn and give others time to join in and share their ideas during activities such as story time. At times, this means that quieter or less-confident children do not fully benefit from all of the learning experiences the childminder provides.

- The childminder incorporates mathematics seamlessly into daily routines and children's play activities. For example, children proudly count how old they are using their fingers. The childminder introduces mathematical language, such as 'huge' and 'tiny', when sorting out the sizes of pine cones during play. This helps children to build a positive attitude and interest in early mathematics.
- Parents are overwhelmingly positive in their appreciation for the childminder. The warm and genuine interest from the childminder fosters very good partnerships with parents. She shares with parents the progress their children make and regular updates about their children's day-to-day activities. Parents praise how well children settle in and how quickly they establish a secure relationship with the childminder. They say this gives them peace of mind to know their children are safe and happy in this enriching environment.
- The childminder reflects well on the service she provides and identifies aspects of her practice to improve on. She networks with other childminders and attends training to continue to build on her own knowledge and skills. For example, following recent training, she has an increased understanding of how to support children's learning in the natural world.

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:

- increase support for children to think and process information during conversations to further support their critical thinking and communication skills further
- strengthen strategies for helping all children learn the expectations for behaviour when taking part in group activities so that everyone is able to participate fully.

Setting details

Unique reference number	2672884
Local authority	Kent
Inspection number	10360083
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 3
Total number of places	3
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022. She lives in Dartford in Kent. She holds a childcare level 3 qualification. She operates from Monday to Thursday, 8am to 5.30pm, all year round.

Information about this inspection

Inspector

Shona Allerton

Inspection activities

- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- The inspector observed the interactions between the childminder and the children.
- The inspector spoke to parents during the inspection and took account of their views.
- 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.

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 2024