

Childminder report

Inspection date: 8 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

Children are very happy and settled at the childminder's home. They are enthusiastic and keen to show visitors what they have been doing. The childminder takes time to get to know each child well. She listens to them to design a curriculum to meet their needs. For example, when children develop an interest of buses, the childminder takes them on a bus trip. Children remember and talk about their journey. They recall it travelling fast and pressing the green bell to stop the bus. The childminder provides experiences for children that enhance their learning and development.

Children have built secure relationships with the childminder. When they tire, they sit on her lap and look at books together to relax. The childminder is a positive role model. She reminds children about manners and teaches them about kind behaviour. For example, when children see that others do not have any conkers, they share their own, so they all have some to play with. The childminder gives plenty of positive praise, and children enjoy receiving a 'high five'. All children are making good progress to prepare them for the next stage in their learning.

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

- Children's communication and language development is excellent. The childminder uses effective questioning techniques. This challenges children to remember what they already know. She introduces new words that the children then use in context. For example, they talk about the missing puzzle piece as a 'mystery' as they try to find it.
- Children take part in meaningful opportunities to learn about others in their community. They visit the local care home and attend weekly toddler groups. Children interact and play with a wide range of people. They learn about the wider world in which they live.
- The childminder uses effective observations and assessments. These support her to create a curriculum around the children's interests and needs. For example, children enjoy singing songs with actions. The childminder incorporates time for singing and dancing, and the children laugh in delight as they move their bodies to the music.
- The childminder gains information about children and their extended families when they start. She uses this information to raise children's awareness of what makes them unique. For instance, she has books that explore the family structures of the children who attend. This supports children to recognise differences and feel valued.
- Children have positive attitudes to their learning and enjoy the activities on offer. The childminder interacts with them and gives them time to play independently. However, occasionally, the childminder redirects children's play before they have

had time to fully explore the resources on offer. This means that sometimes children do not get the most out of the learning experience.

- The childminder ensures that all children can join in adult-led activities. She adapts them to cater for different-aged children. For example, younger children move shapes between different bowls while others count the number of items in each. These social interactions help children to develop their friendships.
- The childminder has built good relationships with families. They praise her warm and welcoming approach. The childminder communicates daily about what the children have been doing. However, the childminder has not established partnerships with other settings that children attend. This means that children do not benefit from a collaborative and consistent approach to their learning and development.
- The childminder knows the importance of developing children's self-care and independence skills. She supports them to be independent and to learn to do basic tasks for themselves. For example, they access tissues to wipe their noses and tidy up after themselves. This develops their confidence and self-esteem effectively.
- The childminder sequences children's learning. For example, they take walks in the woods to collect leaves and conkers to use in their play. Children roll the conkers down drainpipes and comment on the sound that they make. They say that the larger conkers make a 'loud plonk' sound and small ones go 'plop'. Children are developing their critical thinking.

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 support for children to explore and complete activities before moving them on to new aspects of learning
- build effective relationships with other settings children attend to help support continuity of care in their learning and development.

Setting details

Unique reference number	2688925
Local authority	Kent
Inspection number	10360148
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 6
Total number of places	5
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder lives in Gravesend, Kent. She offers care for children on Monday, Tuesday, Wednesday and Friday, from 8.30am to 5.30pm, all year around. The childminder provides funded early education for children aged two, three and four years.

Information about this inspection

Inspector

Jennie Winchcombe

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- 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 childminder and the inspector discussed how the curriculum has been implemented and the impact that this has had on children's learning.
- Parents and carers shared their views of the setting 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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