

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 is dedicated to her role and ensures that she provides children with a welcoming and comfortable environment. Children are eager to explore the interesting range of resources and activities. The childminder is very nurturing and helps the children to feel emotionally secure. For instance, she talks to children about their feelings and offers a reassuring cuddle if needed.

The childminder has a clear focus on delivering a creative curriculum. She knows the children's interests and developmental stages. For example, she makes sure that a range of toy cars is set out to help the children settle when they arrive. The childminder uses these resources to introduce mathematical concepts, such as positional language as the children roll the cars forward and backward. Children, including those who speak English as a second language, are progressing in all areas of their learning and development.

Children's behaviour is appropriate to their stage of development. The childminder engages in activities with the children to encourage them to share. For example, she uses a sand timer to support them with taking turns. The children pass the dice to their friends when all the sand is at the bottom of the timer. The childminder makes good use of praise to recognise the children's achievements as they share with their friends. The childminder has a strong focus on supporting children as they develop their social skills.

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

- The childminder supports children's speech and language development effectively by engaging them in regular conversations throughout the day. She uses actions and repetition to help children pronounce words correctly. For instance, the childminder encourages children to tap their shoulders and knees as they learn to name the parts of their body. The children eagerly participate, counting how many taps they can make. These interactions help the childminder to boost children's communication skills.
- Children feel safe in the childminder's home as they confidently explore. The childminder encourages the children to use their problem-solving skills. For example, the children look for the play mop with a long handle to retrieve the dice from under the settee. The childminder introduces activities to further develop children's inquisitiveness about how things work. For instance, she provides toys that the children can dismantle. They carefully use the screwdriver to undo the screws as they take the car apart. Yet, on occasion, older children are not as focused in purposeful play activities as their younger peers to further extend their learning.
- Outside play is important to the childminder. She makes sure that children have

daily opportunities to investigate outdoors in most weathers. For instance, she takes the children to the park to use large play equipment. This helps them to develop their muscle strength as they take managed risks in their play. The children enjoy going for walks with the childminder. They are eager to see if they can spot the three geese and the squirrels. The childminder makes good use of these events. For instance, she encourages the children to talk about where they think the squirrel has gone. The childminder fosters children's curiosity as they learn about their local area and the world around them.

- Children have the opportunity to look at books independently, as well as listen to the childminder read to them. She offers a wide variety of books, including those in different languages. The children are particularly fascinated by the interactive books and are keen to press the buttons. The childminder makes good use of props to bring stories to life and engage children in the story. The childminder has a real focus on helping children develop an interest in literacy as they engage in story time.
- The childminder communicates regularly with parents to understand their children's routines, care needs, interests, and home experiences. She has established positive partnerships with parents and provides daily updates through face-to-face conversations and children's online records. However, the childminder does not consistently engage with other settings that also care for the children. This does not help to promote continuity of learning for all children.
- Continuous professional development is important to the childminder. For example, she attends early years conferences and engages in online training. Additionally, the childminder regularly meets with other early years professionals to share information and ideas, which helps her enhance her effective practice.

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:

- review and improve how activities are planned and organised to ensure older children are fully engaged, to extend learning opportunities further
- strengthen the partnerships with other settings children attend to provide a greater continuity of learning.

Setting details

Unique reference number	2689700
Local authority	Kent
Inspection number	10363652
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	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022. She lives in Dartford, Kent. The childminder provides care Mondays, Wednesdays, Thursdays, and Fridays, from 7.30am to 5.30pm, for most of the year. She offers funding to provide free nursery education for two-, three- and four-year-old children. The childminder holds qualified teacher status.

Information about this inspection

Inspector
Sara Garrity

Inspection activities

- The childminder and the inspector discussed how the childminder organises their provision, including the aims and rationale for their early years curriculum.
- The inspector observed the childminder's interactions with the children inside and while out on a walk.
- The childminder and the inspector carried out a joint observation during lunchtime.
- The inspector conducted professional discussions with the childminder, including discussions relating to her safeguarding knowledge.
- The childminder provided the inspector with a sample of key documentation, including the suitability of household members, and paediatric first-aid certificate.
- The inspector considered the views of parents through face-to-face discussions and letters of reference.

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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