

Childminder report

Inspection date: 20 May 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 relish their time with the kind and nurturing childminder. They have formed secure bonds and feel comfortable and settled in her home. The childminder gathers key information regarding the care requirements and routines of children. Her effective settling-in procedure helps build relationships with children and their extended families from the very beginning. The childminder's understanding of each child's unique needs and characters helps them to settle with ease. For example, babies effortlessly fall asleep and awake with smiles. On waking they engage in affectionate cuddles with the childminder and quickly become eager to investigate the enjoyable activities on offer.

The childminder has developed an ambitious curriculum based on the needs of the children and their next steps in learning. Currently, her focus is on personal, social, and emotional development, as well as communication and language skills. This current focus is designed to develop children's emotional development, enabling them to verbalise their thoughts and feelings, and to show empathy towards others'. The curriculum is built alongside her current approach to behaviour management. For instance, when children struggle with sharing, the childminder will speak to children about how they are feeling. She encourages them to name their emotions such as 'happy' and 'sad'.

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

- The childminder knows the children in her care well. This allows her to design an effective curriculum and activities tailored to their individual needs and interests. Children display high levels of engagement and motivation. For instance, they are captivated by the water tray and the assortment of containers, such as brass goblets, china teapots, and sensory items such as lemons, sugar, and mint. Children confidently explore resources, experimenting by combining ingredients and using all their senses. The childminder is skilful at knowing when to engage with the children and when to step back and let them discover on their own.
- The childminder occasionally works with an assistant. She regularly provides her with one-on-one time to speak about any concerns and encourages her to attend training to develop her skills and knowledge. For instance, the assistant has relevant qualifications and has accessed child protection training. The childminder is reflective of her setting and identifies strength's and areas she wishes to develop further.
- Children learn about their individual character and what makes them unique. The childminder finds out information about children's cultures, religions and heritages and includes this in her curriculum. For instance, children learn basic words in their friends' home languages, like 'hello' and 'goodbye'. Additionally, technology is used to teach children how to sing songs in various languages.

This provides children with opportunities to learn about the wider world.

- While the childminder is knowledgeable about the children and their families in her care, she has not formed partnerships with other settings that children attend. This does not provide opportunities to exchange and collect information about the children she looks after from other care givers, to provide continuity of care for children.
- The childminder has built secure relationships with parents which fosters mutual respect. They are provided with regular updates regarding their children's next steps in learning. For example, the childminder shares the 'word of the week', and books of interest with parents so learning can continue at home.
- The childminder places an emphasis on listening to children's ideas and incorporating these into her practice. For instance, there is a 'wish fish' where children can suggest activities they would like to experience, such as hosting a unicorn tea party or visiting a train station. This motivates children to direct their own learning guided by their unique interests.
- The childminder provides a language-rich environment in which children are introduced to new words. For instance, children correctly use terms like 'pollination'. Furthermore, they express enthusiasm about what they have learned previously. For example, they discuss bees and how they use pollination to produce honey.
- Children benefit from being physically active in their play. They take daily trips to the local park and other places of interest such as, the library. Children demonstrate perseverance. The childminder encourages them to take safe risks while learning to balance and walk along beams. Furthermore, these trips offer children the chance to learn essential life skills. For example, they demonstrate the necessary skills for road safety, such as looking both ways and listening carefully to detect any approaching hazards before crossing the road.

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:

- establish partnership working with other settings children attend, to promote continuity of learning.

Setting details

Unique reference number	2740240
Local authority	Kent
Inspection number	10336875
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	0 to 4
Total number of places	6
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Dartford Kent. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant level 3 qualification, and occasionally works alongside an assistant. The childminder receives funding to provide free early education for children aged, two-, three- and four years old.

Information about this inspection

Inspector
Kelly Southern

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years curriculum.
- The inspector spoke to children, to find out about their time at the childminders.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
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E: enquiries@ofsted.gov.uk
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