

# Childminder report

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Inspection date: 1 October 2024

|                                              |                |
|----------------------------------------------|----------------|
| <b>Overall effectiveness</b>                 | <b>Good</b>    |
| The quality of education                     | <b>Good</b>    |
| Behaviour and attitudes                      | <b>Good</b>    |
| Personal development                         | <b>Good</b>    |
| Leadership and management                    | <b>Good</b>    |
| Overall effectiveness at previous inspection | Not applicable |

## What is it like to attend this early years setting?

### The provision is good

Children show that they feel safe and secure in the childminder's care and they happily engage in their learning experiences. They excitedly participate in activities with the childminder and talk animatedly about the friends they have made at the setting. Children enjoy singing sessions, where they demonstrate the songs they have learned over time. They sing 'Five Little Ducks', and as each duck swims away, children remove one toy duck at a time and know to return them at the end of the song. Children recall what they have learned previously. For example, when singing about spiders, they recall the spider they found outside the childminder's house. They explain how they picked apples at the orchard and ate them. This supports children to be able to recall information and, for example, learn where their food comes from.

Children enjoy role play. When pretending to be doctors, they make sure that others are cared for well. For example, they take the childminder's blood pressure, give her an 'injection', and then tell her that she needs to take a rest. This helps enable children to show empathy for others and how they may be feeling. The childminder understands the uniqueness of each child and how best to support them to gain new skills. She makes sure that there is a purpose to the activities and experiences that she provides for children. This helps children to learn in their own way and at their own rate.

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

- The highly qualified childminder uses her knowledge gained through training, research and collaboration with others to plan an effective curriculum for children. Her ethos is to create a community where children feel empowered and can develop effective social skills. This is evident in how she devises individual learning experiences and activities for children, both at her home and in the local area.
- The childminder has a secure understanding of children's current levels of development. She uses information she gathers from parents, alongside her knowledge of children's interests and next steps, to plan the curriculum. This means that children engage in activities and experiences that support them to make good developmental progress.
- Children thoroughly enjoy exploring sensory resources and being creative. For example, they delight in the feeling of the paint on their hands. The childminder introduces new vocabulary, such as when they talk about 'harvesting' potatoes. However, the childminder often asks children too many questions in a row, not providing children with the time they need to process their thoughts and respond. This does not fully enhance children's communication skills and their understanding of the flow of a conversation.

- Children receive effective support from the childminder to manage their feelings and emotions. She understands the impact of change on children, such as their friends moving on to school. Children learn to be kind to others, and the childminder uses effective distraction techniques to help children re-engage in their play and learning.
- The childminder fosters strong relationships with parents from the start. This ensures that she involves parents fully in their child's care and learning. Parents comment that the childminder 'goes above and beyond to ensure every child's needs are not just met but exceeded'. They report that the childminder is 'kind hearted, nurturing, passionate and professional'.
- Overall, the childminder encourages children to be independent in their self-care and in taking the lead in their play. However, she occasionally does things for children that they could do for themselves. This does not challenge children's good levels of independence even further.
- The childminder is fully respectful of children's home languages, cultures and heritages. For example, she gathers with other childminders to celebrate events. She uses her home language to support children who are learning English as an additional language. This not only aids their development of speech, but other children also pick up key words and phrases and use these in their day.

## 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:**

- provide children with the time they need to gather their thoughts and respond to questions asked of them
- enable children to complete tasks that they can do for themselves to enhance their independence skills further.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 2757916                                                                           |
| <b>Local authority</b>                             | Kent                                                                              |
| <b>Inspection number</b>                           | 10349498                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 4                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 6                                                                                 |
| <b>Date of previous inspection</b>                 | Not applicable                                                                    |

## Information about this early years setting

The childminder was previously registered with a childminder agency from 2021 to 2023. She registered with Ofsted in 2023. The childminder lives in Gravesend. She operates from 7.30am to 5.30pm, Monday to Friday, term time only. The childminder provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Helen Penticost

### Inspection activities

- The childminder spoke to the inspector about her intentions for children's learning.
- The children interacted with the inspector throughout the inspection.
- The inspector took account of parents' views through written feedback.
- The inspector observed the quality of education being provided and assessed the impact of this on the children's learning.
- The inspector and the childminder carried out a joint observation.
- The inspector interacted with the children throughout the inspection.

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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