

Childminder report

Inspection date: 8 January 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is good

Children thrive in the environment created by this experienced and exceptionally nurturing childminder. Children attack every opportunity that the childminder provides with persistence and determination. They delight in playing with each other and the childminder. They use their good communication skills to issue instructions and agree rules for games they have invented together. For example, children use an old remote control to pretend to pause each other's movement, discussing and agreeing how they will move when the pause button is released.

Young children develop a keen awareness of their emotions. The childminder takes every opportunity to teach them to recognise what they and others are feeling. Consequently, the children have an extensive range of strategies that they use to resolve their own disagreements. For instance, children negotiate with their friends to swap rather than squabble over favourite toys. Children demonstrate that they feel completely safe and secure in the childminder's presence. They turn confidently to her for cuddles and reassurance when they need help to manage their emotions.

Children have extensive opportunities to develop an awareness of what makes them unique. The childminder uses everyday opportunities to teach young children to notice and celebrate similarities and differences, such as noticing that, whatever our skin looks like, it does the same job of protecting our body.

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

- The childminder builds superb relationships with parents. Parents speak highly of the support that she provides to them and their children. Many parents choose to keep their children with the childminder for their after-school care. She gains valuable information before the children start and works with parents to ensure that children settle immediately into the setting. She provides parents with useful information and works with them to develop a joint approach to children's learning and development.
- The childminder reflects regularly on her practice. She is ambitious for children and plans carefully for all children to make progress in their learning. For example, she provides many opportunities for children to notice and practise writing the letters in their name in preparation for school. Mathematical concepts are naturally incorporated as she chats to children. For example, she supports them to count and consider whether they have more or less as they share toys.
- The childminder provides opportunities for children to develop a love of language and reading. Children eagerly bring her books and snuggle into her to read them together. They add in words they remember and notice details in the pictures. Children speak confidently and enjoy using the new words that the

childminder introduces as they play. For instance, children delight in finding ways to incorporate words such as 'skeleton' in their play after enjoying a body jigsaw puzzle.

- The childminder skilfully incorporates children's experiences from other settings. For example, she supports children to teach special songs they have learned at nursery to their friends and they practise them together. The childminder has a determined attitude to supporting all children. She describes how she has worked with specialised services and families to support children with special educational needs and/or disabilities.
- Care practices are effective. The childminder's home is clean, well organised and hygienic. She teaches children effectively to be responsible for their own self-care. Children in the early stages of potty training are excited about using the toilet like their older friends. They remind each other to wash their hands after using the toilet and notice that they need to remove the sand from their hands before their snack.
- Children have extensive opportunities to be physically active. For example, they explain that they love to use the slide and race each other at the park. The childminder teaches the children to become aware of how their bodies work and move. For instance, she regularly engages the children in role-play activities where they act out movements, such as slithering like a snake, and she uses puzzles to support discussions about the internal workings of their bodies.
- Although the childminder teaches the children an impressive range of self-care skills, very occasionally she steps in too quickly to do things for the children that she knows that they can do for themselves.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of how to identify children who may be at risk of harm. She understands the signs and symptoms of abuse and who to contact should she have a safeguarding concern. She is determined to take whatever measures are necessary to keep children safe, including if there were concerns about a member of her own family. She keeps her safeguarding knowledge up to date by regular online training and discussion with other childminders. She researches wider issues, such as the risks to children of female genital mutilation and radicalisation, to broaden her knowledge

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- ensure that children are always given the time they need to use their impressive self-care skills.

Setting details

Unique reference number	EY200412
Local authority	Kent
Inspection number	10063754
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	3 December 2015

Information about this early years setting

The childminder registered in 2002 and lives in Dartford, Kent. She offers care each weekday from 7.45am to 6.30pm, all year round, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Terrie Simpson

Inspection activities

- The childminder showed the inspector around the areas of her home that are used for childcare. She talked about the different activities she provides to support children's learning and development.
- The inspector spoke to, and played alongside, children and the childminder.
- The inspector observed the childminder's teaching and assessed the impact on the children's learning and development.
- The inspector spoke to one parent and took account of written feedback from others.
- The inspector looked at a range of documents, including evidence of suitability checks carried out on people living in the childminder's home.

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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