

Childminder report

Inspection date:

6 November 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are very happy and settled. They have secure attachments with the childminder, who is warm, kind and caring. Children show high levels of curiosity during their play and can focus for extended periods on activities that they find enjoyable. For instance, children show a huge interest in singing and exploring musical instruments. The childminder listens to children and encourages them to make choices. This helps all children to be motivated in their learning.

The childminder plans an ambitious curriculum. It has a current focus on developing children's independence, confidence and personal, social and emotional skills. The childminder creates an environment in which all children can flourish. For example, she has a secure knowledge of special educational needs and/or disabilities (SEND) and how to promote the learning and development of all children. Children are making good levels of development from their starting points.

Children behave impeccably well. Warm and positive relationships with the childminder help children to understand and manage their emotions. The childminder models the behaviour she expects in her interactions with children. Children learn to cooperate, share and listen to each other. The childminder provides children with instant recognition when they behave in the expected way. For example, they embrace in high fives. Children's well-being is high.

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

- The childminder has strong leadership and management skills. She keeps her knowledge updated with current early years practice through regular training, links with the local authority and other childminders in the area. The childminder supports any assistants she works with well. She provides regular supervision meetings to support their continuing professional development and ensures their workload is manageable.
- Children build good language skills. The childminder is passionate about children being able to communicate effectively. She reads to children with excitement and enthusiasm, which keeps them engaged and interested in the story. Furthermore, the childminder listens carefully and models clear language so children can copy and enhance their vocabulary.
- The childminder has created an environment where children feel confident to express their thoughts and ideas. For example, children sing freely and confidently in front of others and tell them that it is a song from their local church. The childminder places importance on children learning about the local community. For instance, she has taken children to the local Sikh temple to learn about other faiths, cultures and religions.
- The childminder is very knowledgeable about what children need next in their

learning and development, and she shares this information with any assistants and parents. She carefully tracks children's development and sets appropriate next steps. However, she does not consistently introduce children to mathematical concepts. For example, children do not receive as much support to learn about shape, space and measure during their play.

- Partnerships with parents are strong and effective. Parents appreciate the close working relationships with the childminder. A shared and consistent approach is adopted at home and with the childminder to promote children's good habits, such as learning how to keep safe and behave when out in the community. The childminder asks parents for feedback, specifically to inform her improvement plans.
- The childminder recognises the importance of children's physical development. She takes the children on daily walks and outings to places of interest, such as local castles, zoos and parks. Furthermore, she provides consistent physical opportunities inside. For example, children practise balancing as they walk along beams. They have confidence to give things a go due to the childminder providing reassurance and being on hand to support them.
- Children with SEND make excellent progress. The childminder liaises very well with external professionals and parents to support children with SEND effectively. She has experience in this area and has recently undertaken additional training. Her approach to children with SEND is worthy of being shared with others.
- The childminder understands the importance of sharing information with other professionals involved in children's care. She has close links with other providers the children attend, sharing transition reports, next steps in learning and topics she will be covering. This approach provides children with consistency in their education and care when attending more than one setting.

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:

- develop the mathematics curriculum to consistently extend children's understanding of mathematical concepts.

Setting details

Unique reference number	EY346175
Local authority	Kent
Inspection number	10367735
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 10
Total number of places	12
Number of children on roll	24
Date of previous inspection	22 February 2019

Information about this early years setting

The childminder registered in 2006. She lives in Gravesend, Kent. The childminder offers care Monday to Friday, from 7am to 6pm, for 48 weeks a year. She holds an appropriate childcare qualification at level 3. The childminder works with an assistant. The childminder accepts funding to provide free early education for children aged from nine months up to four years.

Information about this inspection

Inspector
Kelly Southern

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- Children spoke with the inspector during the inspection.
- The inspector spoke to the assistant at appropriate times during the inspection and took account of their views.
- The childminder spoke to the inspector about how they support children with SEND.
- 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

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E: enquiries@ofsted.gov.uk
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