

Childminder report

Inspection date: 1 July 2021

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 develops positive relationships with children and their families. Parents comment that their children are excited to attend. Children move freely around her home and access a wide range of stimulating activities on offer. They are well motivated to play and learn. Children develop their physical skills. For example, when exploring play dough, they use a range of tools, such as a mould, to make flying dinosaurs. Children confidently matched one number name to a group of five Pterodactyls. They develop the mathematical skills they need ready for school. The childminder has high expectations for children's communication and language. She successfully uses snack time to encourage children's speaking skills. For instance, children reflect on the previous day's walk in the woodlands and the snail and woodlice they saw, by the fallen tree.

Children feel safe, happy and secure in the childminder's care. The childminder is a good role model. She helps children learn to take turns and respect the needs of others. Children begin to understand the rules and expectations of the setting, such as how it is kind to share toys. The childminder is consistent at giving praise when children behave well.

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

- The childminder monitors children's progress and knows about their individual needs, interests and what they already know and can do. However, the quality of teaching is not as high as it could be, as children's next steps are not supported enough. Parents are kept well informed about their child's progress. They know their child's individual next steps for learning and are provided with ways to continue their children's learning at home.
- Children's communication and language is supported effectively. The childminder reads aloud books to children that build on their knowledge of the world. She talks about what is happening in each illustration, such as the hauling jobs that trucks do. The childminder successfully builds on children's vocabulary to help them learn new words, such as 'rubble' and 'foundations'. She asks children questions to check their understanding and listens to their own ideas, and the questions that they have. Additionally, children join in with the actions to songs and nursery rhymes. They show that they feel emotionally secure.
- Children are highly motivated and concentrate for long periods of time when they play with the play dough. They show perseverance and enjoy being physically challenged by the tools that they choose, for example pushing dough through a tube with a plunger. On occasion, the childminder does not encourage children to think for themselves. For instance, she does not ask children if they have any ideas about how to solve a problem, before offering to help. The childminder teaches children about different mathematical concepts, such as

number, size and shape. She consistently promotes mathematical language asking them, which dumpling is 'bigger' and which tool is 'longer' and 'shorter'.

- The childminder understands the importance of promoting a healthy lifestyle. Children have daily exercise and fresh air. They visit the local park and woodlands and learn about the community in which they live. The childminder works closely with parents to meet children's dietary needs and ensures they are provided with healthy snacks and packed lunches. This promotes good oral health. However, children do not have consistent opportunities to manage tasks and fully develop their growing independence. Children help the childminder grow fruit and vegetables in her garden and learn about foods that are good for them. They maintain good hygiene routines and wash their hands before mealtimes.
- The childminder has an approved childcare qualification. She regularly reflects on her practice with parents and children to identify areas where she could further improve. For instance, she identifies an interest in developing the range of natural resources to develop children's exploration and investigation skills. The childminder networks with other local childminders to share ideas and improve her good practice even further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibilities for safeguarding children well. She knows the signs and symptoms that might indicate a child is at risk of harm. The childminder is clear about her reporting procedures and who to contact for advice. She has undertaken training to keep her knowledge up to date and is aware of the wider child protection issues, such as radicalisation and extremism. The childminder empowers children to learn how to stay safe, such as reminding them to sit on the top of the slide. She has a current paediatric first aid certificate. Risk assessment is effective.

What does the setting need to do to improve?

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

- improve the good quality of teaching further, particularly when delivering activities that target the next steps in children's learning
- provide more support for children to carry out tasks for themselves and find their own solutions to problems they encounter.

Setting details

Unique reference number	EY552872
Local authority	Kent
Inspection number	10133913
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	2 to 3
Total number of places	5
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2017. She lives in Gravesend, Kent. The childminder's service is available Monday to Friday 8am to 6pm, all year round. She receives funding for free early education for two-, three- and four- year-old children. The childminder has an approved level 3 childcare qualification.

Information about this inspection

Inspector

Jane Winnan

Inspection activities

- This was the first routine inspection the setting received since the 2020 dash 21 COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The inspector completed a learning walk with the childminder to understand how the early years provision and the curriculum are organised.
- The inspector carried out joint observations with the childminder.
- The inspector held discussions with the childminder and interacted with children at appropriate times during the inspection.
- The inspector looked at a sample of documents. This included evidence about suitability and training.
- The inspector took account of parents' views.

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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