

Childminder report

Inspection date: 29 July 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
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 feel extremely secure and confident in the childminder's care. They have close relationships with her. For example, they very happily leave their parents at the door, ask for help throughout the day and explore the space available to them with the utmost confidence. Children show a great respect for each other and make sure everyone is included in their play. For example, when laying the table children take time to plan where their friends are sitting. They describe what each child likes to eat when helping the childminder to prepare lunch, to make sure their friends have a pleasant experience at lunchtime.

The childminder works closely with her co-minder to provide consistent care for children and a continuous provision for parents. The childminder knows the children well and provides plenty of experiences to enhance their learning, particularly outdoors. For example, they visit country parks and explore puddles, roll down hills and handle animals.

Children show a great awareness of safety. They assess risks themselves. For example, children talk through with the childminder how they are going to climb the slide and jump from the top. The childminder asks them where they are going to jump to. They confidently reply that they will jump onto the grass and look for a clear space to jump to.

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

- Children show a growing confidence of using and recognising numbers. The childminder extends their knowledge by introducing large numbers and helps children to work out their value. Children explore numbers, both inside and outside, showing an understanding that mathematics is all around them and part of their everyday lives. For example, they calculate the date by using the number for yesterday and counting one more. Children calculate how many balls are required for their 'Olympic Games' by calculating how many children, to make sure they all have a ball.
- Children have an exceptionally positive attitude towards trying new activities and experiences. The childminder carefully talks them through these and encourages children to have a go. Children understand rules, listening to instructions and making sure all children have a turn. They eagerly share their experiences and enthusiastically tell others how to carry out tasks to enable all their friends to achieve their goals. Children show high levels of persistence to complete the activity to their satisfaction.
- The childminder has a positive attitude towards training and developing her practice. She works effectively alongside her co-minder. She provides assistants with up-to-date information to ensure a cohesive approach to the care and

learning for children. The childminder provides children with a wealth of challenges throughout the day. However, sometimes there is a strong emphasis on group, adult-led activities. Child-initiated learning is not always recognised and encouraged fully to further support children's development.

- Children show enthusiasm for the outside world. They show awe and wonder at exploring how plants grow and the fresh vegetables they produce. Children are proud of picking fresh peas and digging up the onions that they planted earlier in the year. They show care and attention to preparing the vegetables for their lunch, learning about the process of seed to plate.
- The childminder knows the children well. She uses regular home visits to observe children's interests to inform her planning of activities and experiences. She has a clear knowledge of how children learn best but does not always use these observations effectively to support the further development of children's physical skills. For example, supporting children's use of their right or left hand.
- Parents make positive comments about the care and attention their children receive from the childminder. They talk about their children being well prepared for moving to school. Parents appreciate the time and energy the childminder puts into the activities and learning opportunities their children experience.
- Children learn to be independent and carry out self-care skills for themselves. They understand the importance of hygiene, especially regarding the COVID-19 (coronavirus) pandemic. Children talk about washing the germs off their hands and cleaning vegetables, so they are safe to eat. They learn to use knives safely, following instructions to cut tomatoes and cucumber with their fingers away from the blade. Children confidently pour their own drinks and use knives and forks at lunchtime. They thoroughly enjoy the social experiences of mealtimes, sharing and laughing at each other's stories. They make sure everyone has a fair share of the freshly prepared food.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear knowledge of the procedures to follow if she has a concern about a child in her care. She keeps her knowledge updated through regular training. She has a confident awareness of the signs of abuse and what to do to promote children's ongoing welfare. The childminder carries out thorough risk assessments and cleaning regimes to provide children with a safe and secure environment in which to play. Children learn about emergency situations. The childminder carries out regular evacuation procedures and provides fire safety equipment within the house. The childminder promotes children's understanding of people who help them by incorporating visits from the police and visiting the fire station.

What does the setting need to do to improve?

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

- make better use of observations of children's learning to plan for their physical development more precisely
- give children more opportunities to follow their own ideas and explore child-initiated learning.

Setting details

Unique reference number	EY560734
Local authority	Kent
Inspection number	10190715
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 11
Total number of places	18
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018. She lives in Dartford, Kent. The childminder works with another childminder and two assistants. She provides care Monday to Friday from 7am to 6pm, all year, apart from public and family holidays.

Information about this inspection

Inspector

Claire Parnell

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in her evaluation of the setting.
- The childminder and the inspector completed a learning walk to discuss the curriculum for each child in her care.
- The inspector carried out a joint observation with the childminder.
- Children spoke to the inspector throughout the inspection.
- The inspector sampled the childminder's documentation, including suitability checks for the childminder, her co-minder and both assistants.
- Parents shared their views of the care their children receive, with the inspector.

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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