

# Childminder report

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Inspection date: 29 July 2021

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</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 are happy, settled and confident in the childminder's care. Children show a very mature attitude towards caring for their peers. They always include their friends in their play and show impeccable manners.

The childminder introduces complex language into children's play. They talk about their play and ideas with the childminder and other children, using descriptive words and sentences. For example, 'I'm going to jump in and out', 'I'm going to leap over them'. Children listen carefully to instructions, showing a good understanding when the childminder asks them to see what the weather is outside.

Children's interests are carefully taken into consideration when the childminder plans for group experiences. Children eagerly explore and experiment within their play, showing curiosity and eagerness to learn. For example, they find a caterpillar among the beans they have grown. They work together to discuss what they need to keep it safe, what it will change into and what it likes to eat.

Children show resilience and persistence in their play to meet the challenges set by the childminder. For instance, they continuously attempt to jump in and out of the tyres as part of the 'Olympic Games', until they individually find their own way to get to the end. Children have adapted well to the changes to their routines due to the COVID-19 (coronavirus) pandemic. They confidently leave their parents at the front door. They join the other children in their play while talking to the childminder about what they have been doing at home.

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

- The childminder encourages children to use numbers, amounts and simple addition in their play and daily routines. For example, at lunchtime children recognise that there are three pieces of tomato left and that there are three children who eat tomato. They comment that there is one piece each.
- The childminder knows the children well. She provides challenges and activities that she links to each child's next steps for learning. For example, several children are going to school in the next few weeks and the childminder is helping them to learn their letters and sounds. She provides adult-led activities and encourages them to complete the task. However, she does not always change the direction of the activity when children lose focus and concentration. She does not always use other opportunities that are child-led to support children's further understanding of letters and sounds.
- Children have a clear understanding of the importance of hygiene. The childminder supports this well by talking about washing their hands after playing outside and before eating. They enjoy getting messy in the garden and clean

themselves up afterwards. They take their shoes off to go back indoors and wipe their hands and faces after eating lunch.

- The childminder works very effectively alongside her co-minder and with both assistants. She continuously reflects on her practice and shows determination to make improvements. She attends ongoing training along side her co-workers, they work well as a team to identify areas to develop further.
- Partnership with parents is good. Parents make positive comments about the relationship they have with the childminder. They have confidence in her approach to caring for their children.
- The childminder liaises well with other professionals to provide children with a positive transition to their next place of learning. She makes contact with schools that children are going to attend and shares information about how each child learns, with permission from parents.
- The childminder plans topics and projects for children to take part in as a group. Children show excitement at taking part in the activities. For example, children design an obstacle course to enable them to take part in their own 'Olympic Games'. Children take part in the activities one at a time, sitting and waiting patiently for their friends to complete the course. However, the childminder sometimes focuses the activity on the Olympic subject rather than focusing on children's individual areas for development.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to protect children from harm. She has a clear knowledge of the procedures to follow if she has concerns about a child in her care. The childminder provides a safe and secure environment for children to play in. Children carry out risk assessments for themselves to enable them to challenge their physical skills and keep themselves safe. They experience plenty of opportunities outdoors, visiting play areas and country parks. The childminder helps them to make decisions about how to use their bodies safely. For example, rolling down hills together and splashing in streams.

## What does the setting need to do to improve?

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

- extend the variety of experiences and activities for children to help them to learn about letters and sounds
- use group activities more effectively to further support individual children's learning.

## Setting details

<b>Unique reference number</b>	EY553188
<b>Local authority</b>	Kent
<b>Inspection number</b>	10143687
<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>	0 to 11
<b>Total number of places</b>	18
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2017. She lives in Dartford, Kent. The childminder provides care Monday to Friday all day and for most of the year, with the exception of bank holidays and planned family holidays. The childminder works with another childminder and two assistants.

## 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. Inspector discussed the impact of the pandemic with the setting and have taken that into account in her evaluation of the setting.
- The childminder and the inspector completed a learning walk together to discuss the curriculum provided for the children attending.
- The inspector carried out a joint observation with the childminder.
- Children spoke to the inspector about their experiences with the childminder.
- The inspector spoke to several parents about their views of the childminder's provision.
- The inspector sampled the childminder's documentation, including suitability checks for the childminder, her co-minder and both assistants.

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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