

# Childminder report

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Inspection date: 12 August 2021

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</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 have made strong attachments to the childminder. They feel happy, safe and secure in her care. Children benefit from a well thought out curriculum that builds on their interests and what they already know and can do. Throughout the activities, the childminder provides a narrative for what children are doing, models good conversational skills and introduces new vocabulary. As a result, children develop good communication and language skills. They enjoy looking at books and grow in confidence in speaking and listening, such as when older children show they are confident and motivated to tell stories about events that happen at home. The childminder has high expectations of what individual children can achieve and aims to prepare them with a range of key skills to be ready for school. Additionally, children with special educational needs and/or disabilities (SEND) receive the support they need to make good progress.

The childminder acts as a good role model. She offers children guidance and uses effective strategies to promote their positive behaviour and well-being. Children learn to respect the needs of others and play cooperatively together. They are keen to be 'star of the week'.

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

- The childminder has a good understanding of how children develop and knows her children well. She finds out from parents about their children's starting points when they first start. The childminder exchanges information with parents about the next steps for children's learning and their ongoing progress, which successfully supports their learning at home. She works effectively with other professionals to support children's learning, including those with SEND.
- Children develop their literacy skills well. They show they are confident matching capital letters with lowercase letters in a jigsaw game. The childminder encourages children to sing the 'ABC' song to help them remember the order of the alphabet. Children learn the sounds that letters represent and associate each letter to a picture card, such as 'd' for dog, to support their early reading skills.
- Children develop their physical skills building towers with blocks. They gain a good understanding of mathematical concepts, such as number and measure. For example, they use words, such as 'high' and 'tall' to describe the height of their towers. Children show they have good imaginations as they play, such as calling the purple tower of blocks a dinosaur. They demonstrate perseverance when they have to build their tower again, after accidentally knocking it down. Children show pride in their achievements.
- Children follow good hygiene routines, such as washing their hands on arrival. The childminder works in partnership with parents to ensure children are provided with healthy meals and snacks and to promote their good oral health.

- The childminder provides daily opportunities for exercise and fresh air to help children develop a healthy lifestyle. For example, they walk home from nursery, visit the local park and take walks along the River Thames. Children talk about the different ships they see and learn about the wider world in which they live.
- The childminder regularly reflects on her practice and seeks parents and children views about the service provided. Parents comment they are very happy with the quality of care and education their children receive. The childminder undertakes training for her continuous professional development. For example, she is now better able to understand how to support children with Autism. The childminder shares what she learns with her two assistants to work effectively together.
- The childminder does not plan a wide range of experiences to help children respect the way other people live and teach children about the similarities and differences among themselves and other people.
- On occasions, the childminder does not make use of opportunities to encourage children to problem-solve. For example, she does not help children to think about how they could strengthen the block foundations to their towers themselves and does this for them.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role in protecting children from risk of harm and what she would do if she had concerns about a child's safety. She has a secure awareness of the possible signs and symptoms of abuse, including those that may suggest that children are at risk of extreme views or behaviours. Children learn about personal safety. They understand the dangers of trip hazards in the play area and help tidy the toys. The childminder has two assistants who have been suitably checked and have valid paediatric first-aid certificates, but are currently not working.

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

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

- give children more time to think about and then problem-solve for themselves
- provide more opportunities and resources for children to learn about similarities and differences between themselves and others.

## Setting details

<b>Unique reference number</b>	EY558429
<b>Local authority</b>	Kent
<b>Inspection number</b>	10190924
<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>	3 to 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2018. She lives in Gravesend, Kent. The childminder provides care for children mainly before and after school, Monday to Friday, from 8am to 6pm, all year round.

## Information about this inspection

### Inspector

Jane Winnan

### 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 childminder and has taken that into account in her 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.
- Parents spoke with the inspector who took account of their 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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