

Childminder report

Inspection date: 27 August 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

Children are very happy, settled and confident in the childminder's care. They confidently explore the childminder's home and freely choose from the wealth of resources available. They have close relationships with the childminder, her husband, who works as an assistant, and her other assistant. The childminder's husband is a particularly positive role model for children who do not have a male influence in their lives.

Children learn about the world around them. They discover and explore nature through a range of activities. For example, they learn about the life cycle of butterflies through stories, three-dimensional and two-dimensional objects, videos, drawing and creativity activities. The childminder continues to enhance children's fascination with butterflies by extending the activity outside. Children show a great sense of achievement when exploring new ideas and topics.

Children show great care towards each other. They learn to share their toys and invite others into their play. They show concern when their friends are upset and freely give cuddles to others. They say 'please' and 'thank you' throughout their daily routines, showing a growing understanding of effective social skills and good manners. The childminder and her two assistants work as an effective team, showing the children how to help each other within their daily tasks of caring for the children.

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

- The childminder and her assistants reflect on their practice on a regular basis. They identify and implement new teaching and care skills through training and researched information. The childminder uses feedback from support forums to develop her own and her assistants' professional knowledge and skills.
- Parents make positive comments about the care their children receive. Parents appreciate the consistent services during the COVID-19 (coronavirus) pandemic and the support for families during this time. They comment that their concerns about their children's limited social interactions and speech and communication skills during the national lockdowns have been diminished. They talk about the improvement in their children's language development and vocabulary, as well as their confidence to play with others and develop relationships.
- Children thoroughly enjoy expressing themselves through song. The childminder and her assistants use pitch, volume and rhythm to help children understand about different sounds. They encourage participation effectively from the less-confident children and those who have limited verbal skills. They extend most-able children's vocabulary through songs and rhymes, such as songs about the days of the week and the months of the year.

- Children experience a good balance of adult-led and child-initiated play. They follow a routine of planned activities as well as independent play. However, some routine activities lack purpose and learning opportunities to promote all areas of learning. For example, the childminder provides snack time as only a time for eating and does not always promote other skills and opportunities for children to learn.
- Children's health and hygiene takes high priority, especially in light of the COVID-19 pandemic. The childminder has introduced additional measures, such as washing hands on arrival, taking children's temperatures and encouraging children to cover their mouths when they cough.
- The childminder and her assistants use effective questions and clear communication most of the time. They extend children's vocabulary with new words and complex sentences. Children mirror this through their play, using words, gestures and expressions. However, sometimes, children with limited communication skills do not receive clear explanations as to what is happening next and are not given time to express their needs.
- The childminder and her assistants use children's interests well to help promote their mathematical development. For example, children show a great interest in dinosaurs. They confidently name them correctly. Children use these play figures to compare size and colour. They find large and small dinosaurs to make pairs of the same type of creature. The childminder and her assistants introduce mathematical language, such as 'the same', 'large', 'small', 'bigger', 'shorter' and 'pairs'.
- Children are respectful to others and share their experiences with their peers. For example, older children show younger children how to make the bubbles appear from the push-along toy lawn mower.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants have a clear understanding of their responsibility to protect children from harm. They have access to up-to-date information and procedures to follow if they have a concern about a child in their care. The childminder provides a safe and secure play environment in the setting. She carefully assesses any hazards or potential risks before taking children out of the setting. Children learn to keep themselves safe through clear explanations, such as tidying up after themselves and being aware of their friend's play space. The childminder has thorough and carefully thought-out procedures to evacuate children from the setting in an emergency.

What does the setting need to do to improve?

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

- use daily routines more effectively to help further promote all areas of learning for all individual children's development
- develop further understanding, for the childminder and her assistants, to help promote younger children's confidence to communicate their needs and provide them with clear explanations of what is happening next.

Setting details

Unique reference number	EY553071
Local authority	Kent
Inspection number	10174906
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 4
Total number of places	6
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2017 and lives in Dartford, Kent. She works alongside her two assistants, one being her husband. The childminder offers care from 7am to 6pm, Monday to Friday, throughout the year, excluding the Christmas period. The childminder is in receipt of funding for three- and four-year-old children.

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 provider and has taken that into account in their evaluation of the setting.
- The childminder and the inspector completed a learning walk together to discuss the curriculum offered for the children attending.
- The inspector carried out a joint observation with the childminder.
- Children spoke to the inspector during their play.
- The inspector sampled the childminder's documentation, such as the suitability checks for the childminder and her two assistants.
- The inspector spoke to a number of parents during the inspection to take into account their views of the childminder's service.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021