

Childminder report

Inspection date: 9 November 2021

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children relish playing together in the garden area because the childminder considers their needs and interests when setting up the area for their play. They giggle excitedly as they chase each other through tents and tunnels. Children spend time focusing on scooping and moving the leaves, which have fallen from the trees, with construction toys. They take turns on the ride-on toys, climb slides, and make marks on the ground as they draw pictures with chunky chinks. As a result, children have ample opportunity for fresh air, exercise and to develop their growing physical skills.

Children are very happy and settled in the childminder's home. They clearly feel safe and secure because the childminder is warm, caring and attentive to their needs and routines. For example, the childminder recognises when babies are tired and ready for their nap. Babies have the confidence to explore the toys and resources without an adult. They also approach the childminder when they want cuddles which she provides readily.

The childminder has clear intentions for what she wants all children to achieve. Children spend periods of time engaged and focused on activities of their choosing, such as when they use their imaginations to create different buildings while connecting blocks together. Babies demonstrate a strong exploratory impulse. They pull themselves to stand up and explore toys which the childminder places out of reach to help them to develop the physical skills she wants them to acquire. All children make progress in their learning.

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

- The childminder's paediatric first-aid certificate has lapsed. However, she experienced challenges in sourcing training as a result of the COVID-19 pandemic. Nonetheless, she has actively secured training at the earliest possible date and this takes place imminently. The childminder takes steps to ensure any risks to children are minimised. For example, she routinely makes sure that her knowledge of best practice is up to date in between mandatory training. She demonstrates through discussion a clear understanding of how to manage potential accidents and injuries.
- Children have ample opportunity to develop their speech and language skills. The childminder creates a language rich environment. There are plenty of books for children to choose from and she reads to them animatedly to draw them into the stories. She talks to children constantly, asking them questions to extend their learning as they play. She encourages children to express themselves and takes an interest in and responds to what they say. She points to pictures and speaks clearly to babies as they read picture books together. This helps them to

expand their early vocabulary.

- The childminder has a good overall understanding of how to support children's development. She monitors their progress closely and is mindful of any emerging gaps in achievement. She uses the information from her assessments to form a clear curriculum, which is well sequenced and focuses on helping children to achieve the next steps in their learning.
- On some occasions, the childminder does not focus her teaching to ensure that all children, including babies, are able to benefit fully from intended learning. For example, during a planned craft activity, the childminder intends for children to develop their fine motor skills. However, she places too much emphasis on directing children to create a specific piece of work. Children have less opportunity for freedom to be creative and develop the intended skills.
- The childminder positively supports children to understand expectations for behaviour. As a result, children behave well. They are starting to consider each other's feelings. The childminder calmly deals with minor incidents which occur to help children understand the importance of sharing and taking turns. She provides lots of encouragement and praise, which helps children to thrive and boosts their self-esteem.
- Partnerships with parents are positive. The childminder keeps parents updated about the progress their children are making. She takes on board any achievements parents share from home and any concerns they have about their child's development to inform her curriculum. She maintained contact with families when her business was closed during the COVID-19 pandemic. For example, by sending daily videos of her reading stories for parents to share with their children.
- The childminder reflects on her practice regularly. She is clearly committed to providing good quality care and education for the children in her care. She makes sure that her practice and knowledge of the requirements is up to date following the recent changes to the framework. However, the childminder is less clear about how she can raise the quality of teaching further and ongoing plans for improvement lack clear focus.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of the signs, which could indicate a child is at risk of harm. This includes signs that a child is at risk of being exposed to extremism. She is aware of the local safeguarding partnership procedures to follow if she does have concerns about a child's welfare. The childminder provides a safe and secure environment for children to play in. She supervises them constantly. Although the childminder does not currently have an up-to-date paediatric first-aid certificate, she confidently demonstrates how she would manage potential accidents or injuries. This minimises any associated risks to children until her training is renewed.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
complete the scheduled paediatric first-aid training booked in for 27 November 2021 to remain compliant with the requirements.	27/11/2021

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

- enhance the delivery of planned activities to make sure that all children, including babies, have the opportunity to take part, and benefit fully from the intended learning
- focus training and professional development opportunities to raise the quality of teaching and to ensure the implementation of the curriculum is securely embedded to further support children's development.

Setting details

Unique reference number	EY316134
Local authority	Kent
Inspection number	10073587
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 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	26 April 2016

Information about this early years setting

The childminder registered in 2006 and lives in Gravesend, Kent. She provides care for most of the year, Monday to Friday from 7.30am to 4pm.

Information about this inspection

Inspector

Carla Roberts

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder spoke to the inspector about their intentions for children's learning and how she monitors their ongoing development.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder provided the inspector with a sample of key documentation on request. The inspector observed records, such as records of children's attendance, accident records and evidence of public liability insurance.
- The inspector carried out a joint evaluation of a planned craft activity and discussed this with the childminder.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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