

# Childminder report

---

Inspection date: 1 December 2021

<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 are happy and very settled in the childminder's care. They have excellent attachments with the enthusiastic childminder and her co-childminder. Children confidently get comfortable and snuggle up with the childminder to listen to a story. Children make independent decisions about what to play with from a range of resources and activities indoors and outdoors.

Children show a growing interest in books and favourite stories. They listen keenly to stories and demonstrate a love of books, which contributes well to their early literacy skills. Children enthusiastically spot interesting things within the book illustrations and discuss what they can see. Children ask detailed questions and recite parts of the book that are familiar to them. Children sustain attention as they listen carefully to the childminder reading stories.

Children's behaviour is very good. They benefit from high expectations in the childminder's home. The childminder promotes good manners, and children treat their friends with respect, for example by saying 'please' and 'thank you'. Children show consideration and care for their peers and are quick to help. For example, during a craft activity, the children are helpful in passing the tools and materials desired to their friends to use. Children receive lots of praise for their success and develop a good sense of self-esteem. They make good developmental progress from their starting points in preparation for their next stage of learning.

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

- The childminder's partnerships with parents are strong. Parents state how pleased they are with the dedicated care their children receive. The childminder keeps parents well informed about their children's progress. She regularly shares information that helps them to understand their children's learning. The childminder provides ideas about how children's learning can be supported at home. This provides children with good continuity of learning.
- The childminder works extremely well with her co-childminder. They reflect and regularly evaluate the childminding provision. The childminder engages in professional discussion with her co-childminder to monitor their practice, share ideas and consider ways to enhance the service they provide. The childminder is committed to her own professional development. She has undertaken a number of short courses since registering and has put this new learning into practice. For instance, the childminder has implemented the use of signing to support the children's communication and language skills. She is also ready to undertake a childcare qualification at level 3.
- The childminder supports children's early communication skills well. She clearly emphasises key words within her interactions, introduces new vocabulary and

models the correct pronunciation of words. Children listen carefully to the childminder and respond to her guidance. The children thoroughly enjoy signing with the childminder during interactions. This helps to support their understanding and speaking.

- Children who might need additional support are identified quickly and plans are put in place to help them to achieve. The childminder works closely with parents and other professionals to ensure that children receive the extra support they need. She has high expectations for all children's learning and development. For instance, children have learned to concentrate and remain engaged for long periods. Children manage their behaviour well and are learning to share and wait for their turn.
- The childminder has a good knowledge of where children are in their learning, the progress they have made and what they need to help them move forward. This enables her to recognise promptly if there are any gaps in their learning and implement strategies to ensure that these gaps are swiftly closed. However, the childminder has not fully developed partnerships with the other settings that children attend. This means that they do not consistently work together to support children in their next stages of learning and development.
- The childminder takes children on outings to various places of interest. For example, they go on woodland walks and visit local play parks and petting zoos. Children are developing good social skills and enjoy learning about the world around them. Children develop a good understanding of diversity beyond their immediate family. For example, the environment has positive cultural images, books and role-play resources to explore. Children enjoy learning about different festivals and celebrations from around the world.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder knows what to do and who to contact if she has a concern about a child's welfare. She attends safeguarding training and ensures that herself and her co-childminder have an up-to-date knowledge of the signs that children may be at risk of harm. The childminder is aware of additional safeguarding issues and how to keep children safe. She has a detailed safeguarding policy with relevant contact numbers that she can access when necessary. The childminder regularly assesses her home to ensure that she provides a safe environment for children to play.

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

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

- develop partnership working with other settings children attend, to consistently support children's next steps in learning.

## Setting details

<b>Unique reference number</b>	2503361
<b>Local authority</b>	Kent
<b>Inspection number</b>	10207728
<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>	1 to 10
<b>Total number of places</b>	5
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2019 and lives in Gravesend, Kent. She operates from 7.30am to 5.30pm for most of the year, Monday to Friday. The childminder works with a co-childminder.

## Information about this inspection

### Inspector

Kimberley Luckham

### 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 setting.
- The inspector sampled some of the childminder's documentation, including first-aid certificates and risk assessments.
- The inspector took part in a learning walk to find out what the childminder intends children to learn and how she implements the curriculum.
- The inspector carried out a joint observation with the childminder to find out how teaching is evaluated.
- The inspector spoke to children throughout the inspection and gathered the views of parents.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2021