

Childminder report

Inspection date: 10 January 2022

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 happy and confident in this safe and secure setting. Daily checks help to ensure that resources are safe for children to use. There are warm and trusting relationships between the children, the childminder and her assistants. Children happily hold the hands of the assistants as they go off to feed the birds outside.

Established routines are well understood. Children know to take off their slippers before going outside. They are encouraged to independently manage their own self-care. Even the youngest children can take off their slippers unaided and try very hard to put on their wellington boots without help. Children need no reminders about washing their hands before eating.

Children enjoy their time at the setting. They confidently lead their own learning and choose their own resources from the wide range available. For example, they initiate a game of hide and seek in the garden with one of the assistants, beaming with pleasure when they find each other. Children behave well and are respectful to all the adults in the setting. For example, children immediately respond when asked not to run inside, understanding it is because they may trip and hurt themselves.

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

- The childminder knows what children's starting points are. She is clear about what she wants children to learn. The childminder plans suitable activities, monitors the progress children make and uses the information to plan further learning experiences. Children demonstrate positive attitudes to learning and make good progress, overall. Occasionally, the childminder does not plan how she will extend children's learning within planned activities.
- The childminder plans age-appropriate activities to support children's early writing skills. For example, she helps children to strengthen the muscles in their fingers and develop the correct grip as they grasp the knobs on a puzzle. Outside, children delight in making marks in the soil with sticks.
- Children enjoy looking at books and point to the characters. They understand left-to-right progression of print, and they can turn the pages carefully.
- The childminder supports children's understanding of healthy lifestyles. For example, she arranged for an oral hygienist to visit the setting to help the children understand how to clean their teeth thoroughly, and the reasons for doing so.
- The childminder helps children to expand their vocabulary. For instance, she names the different parts of a bird and butterfly, such as wings, beak, body, and encourages children to repeat the words.
- Although children learn to count, occasionally the childminder does not help

children to develop their use of mathematical language. For instance, as children make marks on the chalkboard and say 'round and round', the childminder misses the opportunity to introduce the word 'circle'. Similarly, when sorting cylinders by size, there is no use of comparative language, such as 'bigger' or 'smaller'.

- The childminder is keen to build on her knowledge and skills and is reflective about her practice. She and her assistants have completed a range of training courses, such as supporting children with speech and language, autism spectrum disorder and attention deficit hyperactivity disorder. This helps her to recognise when children need some extra support in their learning.
- Regular meetings are held between the childminder and her assistants to discuss their practice and training needs.
- The childminder has established strong systems of communication between herself and other settings that children attend, including school. Information about children's activities and learning is shared, which helps to ensure a consistency of approach to children's care and learning.
- There are strong partnerships between the childminder and parents. Parents say that they are confident their children are safe and happy in the setting. They say that children have a wide range of activities to choose from indoors and outdoors. Parents receive daily updates, both verbally and via the online system, about their child's experiences in the setting. They help to establish what children know and can do when they join the childminder's setting and are kept informed about their next steps in learning, including how they can help at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants have a thorough understanding of their responsibilities to keep children safe from harm. They can identify the signs and symptoms that may indicate a child is at risk of harm, including radicalisation. In all instances, they know who to inform, and the procedures to follow, if there are any concerns about a child's safety or welfare. Clear procedures are in place should an allegation be made against the childminder or either of her assistants. The childminder ensures that the staff employed to care for children are suitable to do so.

What does the setting need to do to improve?

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

- ensure that children are more frequently introduced to a wider range of specific mathematical language, such as common shapes and comparison of size
- ensure that there is a clear intent for children's learning and how the learning

will be extended within the activity.

Setting details

Unique reference number	2500416
Local authority	Kent
Inspection number	10191528
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018 and lives in Sevenoaks, Kent. She operates all year round from 7.30am until 6.30pm, Monday to Friday, and from 8am until 2pm on Saturday, except for public and family holidays. The childminder works with two assistants. She holds an early years qualification at level 6.

Information about this inspection

Inspector

Jill Thewlis

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 childminder took the inspector on a learning walk and explained the learning she planned behind the educational programmes on offer.
- At suitable times during the inspection, the inspector spoke to staff, parents and children and took account of their views.
- The inspector observed the childminder interacting with children and discussed the learning that was taking place.
- The childminder and her assistants explained their role in safeguarding children to the inspector.
- The inspector viewed a range of documents relating to suitability, safeguarding and record-keeping.

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 2022