

Childminder report

Inspection date: 7 February 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 form close bonds with the childminder in her welcoming, home-from-home environment. They feel safe and confident to approach her for a cuddle while they explore the activities she provides. The childminder has high expectations for all children. Children learn to do things for themselves. The childminder supports their independence and encourages them to complete small tasks. For example, young children can find their own shoes and coats ready to play in the outdoor environment.

Children make good progress in their physical development. They enjoy trips to the local park and the childminder provides challenges to help develop their balance and coordination skills. Children are gaining a good understanding of healthy lifestyles. For example, they follow good health and hygiene routines and engage in discussions about healthy food choices. The childminder provides nutritious snacks and meals that the children thoroughly enjoy.

Children behave well and know how to share and take turns. The childminder has high expectations for behaviour and models the use of good manners effectively. Children respond positively to her continual praise and encouragement, which helps to raise their self-esteem.

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

- The childminder is kind, nurturing and responsive to the children's needs. She supports children's early communication skills well. For example, the childminder clearly emphasises key words within her interactions, introduces new vocabulary and provides children with a narrative during their play and exploration. This helps to support children's understanding and speaking. However, on occasions, she asks the children several questions without giving them sufficient time to think and respond.
- The childminder has a good understanding of how to support children's overall development. She undertakes regular assessments of their learning. As a result, she knows the children in her care well and what they need to learn next. The childminder makes good use of this information, along with children's interests, to plan a broad and well-sequenced curriculum. She prepares children well for the next stages of their learning.
- Mathematics is integrated as part of everyday activities. The childminder encourages children to count during daily routines and activities. She provides many opportunities for children to develop their literacy skills. For example, children can access a range of resources, and they enjoy making marks in various ways. In addition, they select their favourite stories from a wide range of books on offer and enjoy interactive stories with the childminder.

- The childminder supports children promptly when they need occasional support. She plays and explores alongside them, encouraging their curiosity and building their confidence. Young children eagerly experiment with a range of textures and materials. The childminder discusses colours with them and role models techniques to explore. Children follow their ideas and concentrate well on things that interest them. They develop their dexterity and coordination effectively.
- The childminder builds warm and worthwhile partnerships with parents to help children settle and feel secure in her home. She gains lots of information to help her obtain a good overview of children's starting points. The childminder shares detailed information with parents about children's care and learning. This supports good continuity for children between the setting and home. Parents express that they are very satisfied with the service provided and the support they receive from the childminder. Good links are made with the local pre-school and effective systems are in place to share information about children.
- The childminder reviews her activities and resources regularly. She checks that she is offering children a variety of opportunities that help to promote their learning and prepare them for the future. The childminder ensures that statutory training is updated, such as first aid and safeguarding. However, she has not yet explored ways to further extend her knowledge, to continually raise the quality of her teaching.
- Children develop a good understanding of diversity beyond their immediate family. For example, the environment has positive cultural images, books and role play resources for them to explore.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibilities to protect children. She ensures that her home is clean and well maintained. The childminder supervises children closely, putting arrangements in place to ensure they can explore and play safely. She conscientiously implements her health and hygiene procedures to reduce the risk of infection and illness to children. The childminder assesses and minimises risks when taking children out of her home, for example during visits to local parks. She knows the procedures to follow if she has concerns about a child and has undertaken safeguarding training to refresh her knowledge.

What does the setting need to do to improve?

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

- ensure children have enough time to think and respond to the questions they are asked, to help improve their learning
- explore more ways to broaden skills and knowledge, to continually enhance the quality of teaching.

Setting details

Unique reference number	EY559008
Local authority	Kent
Inspection number	10190626
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 8
Total number of places	6
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018. She lives in Gravesend, Kent. The childminder provides care Monday to Friday, from 7.30am to 5pm, all year round.

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 her evaluation of the setting.
- The inspector carried out a learning walk to discuss the childminder's curriculum.
- The inspector observed the quality of teaching during activities and jointly assessed with the childminder the impact that this has on children's learning and personal development.
- The inspector sampled a range of documentation, including the paediatric first-aid certificate and public liability insurance.
- The views of parents were gathered through written feedback.

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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