

Childminder report

Inspection date: 1 March 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	Good
----------------------------------------------	------

What is it like to attend this early years setting?

The provision is good

Children develop high levels of self-esteem and self-assurance. They choose where to play and what to play with. Children have a close attachment with the childminder. They are happy, content and confident. For example, babies make eye contact and smile at the childminder when she bottle feeds them. The childminder knows the children well and provides the care for their individual needs. For example, children sleep, eat and play according to their home routines. Toddlers respond to the childminder with hugs. They take her hand to show what they want and confidently tell the childminder what they want to do. Children illustrate this as they tell her that they want to play outside.

Children explore their play space independently. They make good progress in their physical development through everyday routines. For example, the childminder helps children to use stairs safely by first holding their hands, then encouraging them to hold the rail. The childminder encourages babies to spend time on their tummies and back, which helps them to stretch and develop their muscles. She encourages sensory play, to help babies explore sounds and touch to enhance their senses and curiosity. Toddlers and babies play alongside each other, showing care and compassion towards their siblings and their friends. Children show high levels of enthusiasm to take part in the activities that the childminder provides for them.

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

- The childminder promotes children's language very well. She extends their vocabulary and speech throughout their play. She introduces new words and encourages children to use them. The childminder uses questions that encourage children to listen, think and respond. She gives children plenty of time to absorb and understand the question and to answer in their own time. The childminder uses children's interests and topics to extend their communication skills. For example, she uses stories, creative activities, play figures of animals and visits to the zoo.
- Children have plentiful opportunities to develop their social skills. The childminder recognises that young children have not been able to interact with their peers during the COVID-19 pandemic. She provides play experiences in large groups through local toddler groups. Children learn to play alongside others. They are becoming aware of each other's play and are slowly learning to cooperate and negotiate with their peers. Children develop new friendships. The childminder gives children time and reassurance to socialise and explore the space with their friends.
- The childminder recognises the importance of providing experiences that enrich children's lives. For instance, she plans trips to zoos, the beach and to explore areas of London, such as St James's park and Buckingham Palace.

- The childminder has a good knowledge of how children develop. She plans for and provides stimulating and interesting activities and experiences for children to support the next steps in their development. The childminder works closely with parents to help children to make progress at the setting and at home. She strongly promotes children's physical, personal, social and emotional development as well as their communication skills. However, the childminder has less of an understanding of how to promote children's understanding of the world around them. For example, she does not have a clear understanding of how to promote children's understanding of technology or how to support children's understanding of cause and effect.
- Parents make positive comments about the care their children receive. They appreciate the care and time given to settling children into the childminder's home. Parents receive plenty of information about their children's progress. The childminder sends regular photos of children playing, a daily diary about their care routines and updated policies and procedures.
- The childminder has a positive attitude towards her professional development. She uses an effective support network with other childminders and professionals to develop her knowledge and skills. The childminder strengthens her knowledge through formal training. She updates her knowledge of child development, safeguarding, first aid and the requirements she must meet for childminding.
- Children show a respect for toys and each other. The childminder is a positive role model for children's behaviour. She models good manners and encourages children to say 'please' and 'thank you' throughout their time with her.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of how to keep children safe from harm. She has a good understanding of the signs and symptoms that may indicate that a child is at risk of abuse. Children play in a safe and secure environment that is carefully assessed according to their age and stage of development. For example, small pieces of equipment are made inaccessible for young children and babies. Children learn to follow clear and effective hygiene procedures throughout the day to help them to learn to promote their health. For example, the childminder supports young children to wash their hands after outdoor play, nappy changes and before eating.

What does the setting need to do to improve?

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

- develop a clearer knowledge in order to enhance children's experiences of the world around them, particularly how technology impacts on their daily lives.

Setting details

Unique reference number	126803
Local authority	Kent
Inspection number	10115720
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	4 July 2019

Information about this early years setting

The childminder registered in 1999 and lives in Dartford, Kent. She operates from Tuesday to Thursday all year round. The childminder holds a childcare qualification at level 3.

Information about this inspection

Inspector

Claire Parnell

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 showed the inspector the premises and discussed how she ensures that they are safe and secure.
- The inspector observed interactions between the childminder and the children.
- The childminder spoke to the inspector about her intentions for children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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