

Childminder report

Inspection date: 13 May 2022

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 flourish in this warm and welcoming environment. They come in to the childminder's home smiling, leaving parents at the door. Children form good bonds with the childminder, who is caring and kind in her approach. They happily explore the engaging environment provided to them. The well-planned daily routine helps children to feel a sense of belonging and to anticipate what comes next. This helps children to be ready to take part in the next activity. For example, children know that after lunch it is nap time.

Children's well-being is supported well. The childminder gives great consideration to supporting the development of children's confidence in social situations following the COVID-19 pandemic. For example, they join in with local playgroup activities. Children fully benefit from the childminder's home-from-home, nurturing environment. They feel safe and secure. For instance, children happily approach visitors and share their favourite toys.

The childminder has high expectations of the children in her care, especially regarding to their behaviour. Children learn to share resources and take turns. They are consistently and gently reminded to do so. For example, during a puzzle activity, children offer each other pieces as they take turns, while being supported by the childminder.

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

- Children have wonderful opportunities to learn about the wider world around them. The childminder engages them in many trips to local places of interest, such as parks, libraries and groups. Children go on visits to the local mosque and temple, and participate in celebrations of different cultures. The childminder skilfully uses these opportunities to teach children about the community in which they live. This further supports children's social development.
- Children are keen learners. Their mathematical and literacy skills are well supported. The childminder embeds these through a variety of activities, taking children's interests into account. For example, she uses dinosaurs to explain the connection between numbers and quantity. However, at times, the childminder is not fully aware when children's attention moves on to something new during activities, in order to build on their learning and follow their lead.
- Children's language and communication are a main focus for the childminder. She constantly engages children in conversations. Children are spoken to in French and English. They understand and reply in both languages. The childminder allows children time to process and respond to requests. For instance, at story time, children are given enough time to respond to the childminder's questions.

- The childminder is a very passionate and dedicated practitioner. Children are at the heart of everything that she does. She draws on her knowledge and experience to support children's learning and development. The childminder is very clear about what she wants children to learn next and fully understands their individual needs. For instance, she supports children with toilet training, teaching them to be independent in their self-care. Children make good progress in their learning and development from their starting points.
- Children behave well. They listen to and follow simple instructions. For example, during mealtimes, children remind each other of the behaviour rules. This is supported by the well-established routine, which contributes to a calm atmosphere in the setting. Children know what they are doing now and what is happening next. Children learn about good hygiene, such as washing their hands before lunch.
- The childminder keeps her already good knowledge and understanding of child development updated. She participates in various courses both online and in person. She continually keeps herself updated with local and national changes. For instance, she recently attended training relating to the revised early years framework. This helps her to effectively assess children's development and plan for the next steps in their learning.
- Partnership with parents is very good. Parents comment on the progress their children are making in the care of the childminder, especially following the impact of COVID-19 pandemic. The childminder keeps parents informed and updated about their children's learning and development through regular meetings, daily feedback and photos.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her role and responsibility in keeping children safe from harm. She has a good knowledge of the signs and indicators of abuse. The childminder is aware of the steps she would need to take if any allegations were made against herself or any member of her household. She has a good understanding of all aspects of safeguarding, including radicalisation and e-safety. The childminder maintains meticulous documentation, such as risk assessments, and has comprehensive policies and procedures to support her practice. She has a valid paediatric first-aid certificate.

What does the setting need to do to improve?

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

- build further on skills in responding to children's verbal and non-verbal communication during activities, to support them to extend and lead their own learning.

Setting details

Unique reference number	EY483187
Local authority	Kent
Inspection number	10228964
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	2 to 2
Total number of places	4
Number of children on roll	2
Date of previous inspection	26 September 2016

Information about this early years setting

The childminder registered in 2014 and lives in Northfleet, Kent. The childminder operates Wednesday and Friday from 8.30am to 5.30pm for most of the year, except for the month of August.

Information about this inspection

Inspector

Oshra Murphy

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 and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- 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.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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