

Childminder report

Inspection date: 15 June 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 settled with the childminder. They enjoy breakfast upon arrival and are given time to settle in. Children understand what is expected of them and behave well. For example, they know that they need to take their shoes off on the sofa and that they need sun hats on outside.

Children engage in activities that the childminder has thoughtfully organised outside in the garden. Children's interests are followed and the resources available are suitable for their needs. For example, children enjoy exploring what happens when they mix water into the sand. The childminder helps them to learn about different textures and introduces new words such as 'solid'. As a result, children show high levels of concentration.

Children enjoy looking at storybooks and are encouraged to talk about what they think might be happening. For example, the childminder reads 'The Colour Monster' to children and asks them about the different feelings and emotions. Children are encouraged to label different expressions. This supports children's emotional development.

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

- The childminder keeps her knowledge up to date and attends regular training sessions. She has recently updated her safeguarding training as well as attending training to support children with special educational needs and/or disabilities (SEND).
- The childminder finds out about, and supports, children who speak more than one language. She is aware of words they already know and learns new words to teach them. As a result, children are supported to learn different languages.
- Children's communication skills are promoted. The childminder provides a commentary of what they are doing. She repeats back words that children say and asks children questions to prompt conversation. However, the childminder does not always leave enough time for children to think and respond to the questions she asks.
- Children's physical development is well supported. For example, they enjoy exploring play dough and practising their small-muscle skills. Children make shapes out of the play dough that replicate different foods. The childminder talks to children about healthy foods. However, the childminder does not fully utilise these emerging opportunities to maximise children's learning.
- The childminder knows the children in her care well and has a clear understanding of how to support them with their learning. For instance, children who are developing their social skills are encouraged to share out the blueberries at snack time. This supports children to develop their personal and

social skills.

- Children are learning about what they like and dislike. For example, children are encouraged to try new fruits at snack time, such as pears. Children who do not like the fruit are asked to put it in the bin. This supports children to learn about the rules, such as clearing away after themselves. As a result, children behave well and are beginning to learn about their own preferences.
- The childminder is aware of how to support children with SEND and how to refer to external agencies should she need to. She monitors children's progress and is aware of the importance of early intervention. The childminder shares the progress children make with parents. She gives parents ideas as to how to support their children's learning at home. As a result, children are progressing well.
- Children are supported to manage their own self-care needs. The childminder asks children frequently if they need the toilet and encourages them to wash their hands independently afterwards.
- The childminder cooks healthy meals for children daily. She makes sure that the meals she provides are varied and caters to children's dietary needs.
- Parents are very happy with the care their children receive. They feel supported with things they are implementing at home, such as toilet training. They feel well informed about their children's development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands the local safeguarding procedures. She knows how to identify the signs of abuse and what to do if she has concerns about a child's welfare. The childminder understands all areas of safeguarding, including how to identify if a child is being exposed to extremism or radicalisation. She understands the procedure to follow should an allegation be made against her. The childminder is aware of what she needs to notify to Ofsted. She has a good understanding of risk assessments and how to ensure children's safety.

What does the setting need to do to improve?

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

- allow more time for children to process and respond to questions asked, to fully support their language development
- develop ways to further enhance the experiences for children to fully maximise their learning.

Setting details

Unique reference number	2546548
Local authority	Kent
Inspection number	10232016
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	1
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in December 2019 and lives in Swanley, Kent. She cares for children from 8am to 6pm, Monday to Friday, all year round. She holds a relevant childminding qualification.

Information about this inspection

Inspector

Pippa Clark

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector sampled documentation such as certificates, policies and children's information.
- The childminder spoke to the inspector about what she intends children to learn.
- The inspector and the childminder took part in a joint observation to find out how the childminder evaluates her practice.
- The inspector spoke to children throughout the inspection.
- The inspector took into account written feedback from 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.

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