

Childminder report

Inspection date: 16 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 Good

What is it like to attend this early years setting?

The provision is good

Children flourish in this warm and welcoming setting. They have extremely good relationships with the childminder and her assistants, who are kind and caring in their approach. Children are confident to approach them for comfort and cuddles when they need reassurance. Children are highly motivated and learn through interesting and enjoyable play opportunities. They explore and investigate the space and resources enthusiastically. This sparks children's curiosity. For example, they enjoy painting the silver foil laid out for them and explore water play in a variety of ways.

Children behave well. They follow instructions and the daily routine with ease. For instance, children know that they need to tidy up before lunchtime. Children know what is expected of them. This supports them to develop a good attitude to learning. They learn to share and take turns. For example, children take turns in choosing an object, which links to familiar rhymes, from a bag. They all join in with singing the chosen song. Children become increasingly independent. They enjoy the healthy snacks and meals the childminder offers. They pour their own water from the water dispenser and put the cup away when finished. Older children manage their own self-care.

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

- Children are physically active. The childminder provides a wide range of opportunities for children to develop their physical skills. Children play outside most of the day, which contributes to a healthy lifestyle. They test their physical abilities as they climb steps to a slide, ride tricycles and balance. The childminder and her assistants stays close by to offer support if necessary.
- The childminder and her assistants support children language development well. They read stories and sing songs and rhymes with the children. The childminder creates opportunities for children to engage in meaningful conversations. However, at times, the childminder's assistants do not allow enough time for this to happen. For instance, they acknowledge children's discussion about applying sun cream when at the beach but move quickly to talk about what they had for lunch. This could have been extended further.
- Children enjoy a variety of arts and crafts. The childminder and her team ensure that all children, including babies, have access to these. For example, they make paint lollipops made of yogurt and food colouring for the babies to paint with.
- The childminder and her assistants have high expectations for the children in their care. They know the children well. They follow children interests, providing them with engaging activities. For example, children learn about the life at sea through a variety of activities, including catching and counting the model sea animals in the water tray.

- The childminder and her assistants acknowledge children's feelings when they become upset. This means that children start learning to recognise and manage their own feelings and behaviours. They learn to be considerate and respectful to each other. For instance, in the sandpit, older children offer their spade to younger ones, who thank them in return.
- The childminder and her assistants quickly identify any children who may benefit from additional support. They work closely with the parents and professionals to support children's learning and development. As a result, all children, including those with special educational needs and/or disabilities, make good progress in their learning.
- Partnership with parents is very good. Parents praise the care their children receive from the childminder and her assistants. They comment about the good progress their children have made since they started attending the childminder's setting. Parents describe the childminder and her team as 'brilliant'. They value the communication and updates they receive from the childminder.
- The well-being of her assistants is a priority for the childminder. She monitors this through regular conversations. The childminder is aware of the importance of continuous professional development for herself and her assistants and the impact it has on the quality of service she provides. However, she does not identify each assistant's development needs precisely to raise the quality of their practice even further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants understand their responsibilities to keep children safe from harm. They know the signs and symptoms that may indicate a child is at risk of abuse or neglect. The childminder and her assistants demonstrate a good understanding of the processes in place in the event of an allegation being made against them or any other member of staff. This ensures that they are able to act quickly in the event of a concern about a child's safety and welfare. Children play in a safe environment. Staff supervise children well, ensuring that they are safe.

What does the setting need to do to improve?

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

- support and extend children's experiences further by creating opportunities for meaningful discussions and learning
- target one-to-one meetings with assistants to identify training needs in order to raise the quality of education for children to the highest level.

Setting details

Unique reference number	EY224794
Local authority	Kent
Inspection number	10228316
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	1 to 11
Total number of places	18
Number of children on roll	19
Date of previous inspection	7 October 2016

Information about this early years setting

The childminder registered in 2004. She works with two assistants, who both hold a level 6 qualification. The childminder holds a level 3 qualification. She is based in Sevenoaks, Kent. The childminder operates Monday to Friday, from 7.30am until 6pm, throughout the year.

Information about this inspection

Inspector

Oshra Murphy

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.
- A learning walk was completed with the childminder to discuss the curriculum intent and how the provision is organised.
- The childminder and the inspector completed a joint evaluation of an activity.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- Children spoke with the inspector during the inspection.
- The inspector held discussions with the childminder. She reviewed a sample of documentation.
- The inspector telephoned two parents during the inspection and took account of their views.

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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