

# Childminder report

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Inspection date: 21 June 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are very settled and feel welcomed into the childminder's care. Children happily choose what they want to play with from a good range of resources. They confidently explore the space around them.

Children develop effective self-help skills. At snack time, children choose from a large range of fresh fruit and healthy snacks. They openly express their preferences as to what they want to eat and drink. Children use knives safely, following guidance from the childminder. For example, they make a bridge with their hands to slide the knife under to keep their fingers safe.

Children thoroughly enjoy exploring and experimenting in the garden. They develop a good understanding of cause and effect, learning how to turn the hose on and turn it up and down to produce the spray. The childminder uses very effective questions to support their curiosity with nature. She introduces children to the growth cycle of bugs and insects, watching ladybird eggs hatch and change.

Children show an increasing eagerness to learn. They listen to information and use this effectively to extend their own learning. They proudly share their achievements with their peers, developing a strong sense of self-worth. These are skills that will support their ongoing learning for the future.

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

- Children learn to respect each other's privacy. They give each other space when toileting. They learn about keeping their bodies safe and to themselves through daily routines and discussions with the childminder.
- Children use effective problem solving and critical thinking to make changes to their play. For example, they rebuild the train track, selecting the turntable and bridge. They then calculate the space they need, where to fit it and what to remove to make it work for a purpose.
- Children develop good manners. They constantly use 'please' and 'thank you' in their conversations with each other. The childminder is a positive role model, using positive language within children's play to help them learn to respect each other's interactions. However, the childminder does not consistently manage children's feelings and emotions towards others effectively. She has a clear knowledge of appropriate strategies to use to support children's emotions but these are not always successfully implemented.
- Children use mathematical concepts and language well. They constantly use language that describes size, shape, measure and amounts. For example, they compare the size of the chunks of apple that they have cut up at snack time, using words such as 'smallest', 'bigger' and 'biggest'.

- Children's communication and language are supported well. The childminder uses effective questions to test their knowledge and to extend their vocabulary. She uses simple signs to strengthen children's understanding and confidence to communicate. Children use complex language to describe their play, confidently talking in descriptive sentences and using gestures and expressions to communicate their needs.
- The childminder is eager to develop her knowledge further. She adapts her expertise in primary education for children in the early years age range. She develops support networks locally and uses information and training through professional agencies.
- Children's experiences are enriched through regular outings. The childminder knows the children well and uses the knowledge of their home lives to extend their experiences. She is aware that all children attending have not had opportunities to develop social skills in large groups. She has therefore introduced sessions at rhyme time and the library to support their interactions, cooperation and negotiations with large groups of children.
- Parents make positive comments about the service that they receive from the childminder. They appreciate the learning that takes place in her care and the progress their children are making. They comment that the childminder knows their child well. The childminder uses an online platform to keep parents updated with their children's progress and future events.
- Children are learning to keep themselves safe. They play in a safe and natural environment. The childminder encourages them to think about their own safety and assess any risks, such as climbing up the slide and down the steps, but making sure that nobody is coming up the steps towards them.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear and robust knowledge of how to keep children safe in her care. She understands her responsibility and the procedures to follow if she has a concern about a child in her care. She has a good understanding of the signs and symptoms of child abuse. Children play in a safe environment. The childminder completes risk assessment for outings to parks and group activities. The childminder has relevant suitability checks available for her household. She keeps her training up to date, such as first aid and safeguarding, to continuously promote children's ongoing welfare.

## What does the setting need to do to improve?

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

- develop a stronger understanding of how to help support children to express their feelings and emotions and their relationships with others.

## Setting details

<b>Unique reference number</b>	2569295
<b>Local authority</b>	Kent
<b>Inspection number</b>	10239288
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	0 to 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2020 and lives in Swanley, Kent. She cares for children Tuesday to Friday from 7.30am to 5.30pm, all year around. The childminder has a qualified teacher status.

## Information about this inspection

### Inspector

Claire Parnell

### 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 childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector spoke to parents during the inspection and took account of their views.
- 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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