

Childminder report

Inspection date: 22 June 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
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 are incredibly settled, confident and independent. They are eager to join in with the motivating activities that the childminder carefully plans for them. For example, children learn about the ocean. They go on to visit the beach and create their own sea creatures. Children enjoy making unique art and explore marks in interesting ways. For example, they use spray bottles, coloured ice and items, such as broccoli, to paint and make pictures. Children learn about the natural world around them. They are eager to explore and investigate and enjoy regular science experiments. For instance, they mix liquids to create their own lava lamp.

Children behave impeccably and are incredibly polite. They take turns, negotiate and compromise with excellent levels of maturity. Children learn about the importance of healthy lifestyles. They talk about the different food groups at mealtimes and independently follow the thorough hygiene practices in place, such as handwashing. Children have good opportunities to develop their physical skills and learn to move in different ways. For instance, they confidently use challenging climbing and balancing equipment, such as climbing walls and rope ladders. Children are confident to bring their imagination alive as they become 'doctors' and 'make each other feel better'.

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

- The childminder gets to know children incredibly well. This includes their unique personalities and what they like and dislike. The childminder establishes extremely secure and trusting relationships with them. Children have an outstanding sense of belonging and positive levels of well-being. For instance, children are eager to showcase their achievements and make the childminder proud. As a result, children have an extremely positive attitude towards their learning.
- The childminder has a good understanding of all areas of learning and how she successfully implements her curriculum. The childminder supports all children to make good progress, including those who speak English as an additional language. However, the childminder does not yet promptly identify when children are showing a keen interest in mathematics to help them build on these skills even further. For example, children often initiate using mathematical language as they play and, at times, this is not extended upon.
- The childminder evaluates her practice effectively. Each day, she reflects on how well she has engaged children in their learning experiences. The childminder talks to the children and includes their views and suggestions into the activity plans. This helps her to ensure she implements experiences that she knows will engage children in their learning. The childminder uses her findings to support her future practice.

- The childminder is proactive in continuing to develop her knowledge and skills. For example, she regularly completes independent reading and research to research new activity ideas and keep up to date with any early years updates. She attends a wide range of beneficial training. For instance, she has recently learned about the different ways to support children to manage their emotions.
- The childminder establishes positive relationships with parents. She communicates with them daily and keeps them fully involved and informed in their children's day and achievements. The childminder provides parents with helpful information. For instance, she shares tips on how to encourage children to brush their teeth and look after their oral health.
- Overall, children are confident to communicate their ideas. They speak fluently and have a wide range of vocabulary. The childminder asks good, thought-provoking questions. However, she does not consistently provide children with enough time to think and then respond to them. For example, at times, she is too eager to intervene and answer the questions for them.
- The childminder supports children to gain an outstanding understanding and respect for other people outside of their own communities and experiences. This includes religions and traditions of other cultures and countries. For instance, children learn about other faiths and their traditional celebration. This includes Indian festivals such as Navaratri. The children learn about Polish traditions. For example, they learn Polish words and try their delicacies, such as beetroot soup. The childminder challenges stereotypes incredibly well. For example, girls and boys are encouraged to play with all of the resources on offer, regardless of their gender, and children explicitly respect each other's choices.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure and confident understanding of safeguarding and child protection. This includes knowing who to contact to seek advice and how to raise and follow up any potential concerns. The childminder fully understands the signs and symptoms of abuse and this includes additional aspects, such as domestic violence. She keeps her knowledge up to date. For example, she completes regular safeguarding training. The childminder completes thorough risk assessments to help minimise any potential hazards. She teaches children how to remain safe. For example, on regular visits to the beach, they talk about how to stay safe around water.

What does the setting need to do to improve?

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

- provide children with more extensive opportunities to build on their interest of mathematics to support their future learning even further

- support children to build on their already good communication skills and give them time to think and then respond to the thought-provoking questions that they are asked.

Setting details

Unique reference number	EY478488
Local authority	Kent
Inspection number	10076050
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	13 May 2016

Information about this early years setting

The childminder registered in 2014. She is located in Dartford, Kent. The childminder cares for children Tuesday to Friday, from 7.30am to 5.30pm, all year round. She receives funding to provide free early education for children aged three years.

Information about this inspection

Inspector

Kelly Hawkins

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 carried out a learning walk with the childminder. The inspector assessed the impact of the quality of interactions and the learning opportunities the childminder provides to children.
- The inspector viewed the indoor and outdoor learning environments.
- Written documentation was reviewed. This included safeguarding and child protection policies and procedures.
- During the inspection, the inspector spoke to the childminder and children at convenient times and considered 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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