

Childminder report

Inspection date: 5 July 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	Met
--	-----

What is it like to attend this early years setting?

The provision is good

Children are settled, confident and happy. They have a positive attitude towards their learning. They are eager to join in with the interesting activities that the childminder carefully plans for them. For instance, children have an interest in the beach. They go on to talk about the beach and the items they may find there. They enjoy exploring shells, water and sand. Children enjoy making patterns in unique ways. For example, they explore paint using kiwi, ginger and celery. Children enjoy bringing their fantasies alive. They dress up as different characters, such as police officers and nurses, and confidently share their own narrative as they play.

Children behave well and they are polite. They know what is expected of them. Children respect each other's choices and are understanding of their differing needs and abilities. The childminder helps children to gain more confidence and social skills. For example, they regularly attend childminder groups and interact with other children. Children have good opportunities to develop their physical skills and learn to move in different ways. For instance, they confidently use more challenging equipment, such as skipping ropes. Children enjoy regular visits to the park and negotiate climbing and balancing equipment, such as climbing walls.

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

- The childminder gets to know children well. This includes their individual personalities and what they like and dislike. The childminder establishes secure and trusting relationships with children. They have a good sense of belonging and positive levels of well-being. For example, they are keen for the childminder to join in their play and enjoy sharing a hug with her.
- The childminder has a good understanding of all areas of learning. She includes children's ideas and suggestions in to the activity plans. This supports her to ensure she helps keep children engaged in their learning opportunities. All children make good progress, including those with special educational needs and/or disabilities.
- Overall, the childminder builds and maintains positive relationships with parents. For example, she speaks to them daily about what their children have enjoyed doing. However, she does not yet consistently use more extensive ways to keep them fully involved in their children's learning. For example, parents lack understanding of how to further support their children's learning at home.
- The childminder works hard to ensure that her setting is hygienic and safe and overall has succeeded in doing this. However, children do not consistently understand and follow hygiene rules in relation to handwashing.
- The childminder evaluates her practice effectively. Each day she reflects on how well she has engaged children in their learning experiences. The childminder uses her findings to support her future performance and activity plans.

- The childminder is keen to build on her own knowledge and skills. She attends beneficial training. For example, she has recently learned about the different ways that children play. She considers these in her plans to meet the individual children's preference and keep them engaged in their learning. This includes imaginative and social play.
- The childminder establishes positive partnerships with staff at settings that children also attend. She communicates with them regularly to share children's learning and achievements. The childminder successfully provides children with a good, consistent approach between the two settings they attend.
- The childminder supports children to learn about other people outside of their own communities and experiences. This includes language, traditions of other cultures and countries. For instance, children learn words, such as 'welcome', in a variety of different languages, such as French, Spanish and Yoruba.
- The childminder encourages children to develop good communication skills. Children are confident to share their thoughts and ideas. The childminder provides them with good running commentary of what they are doing and asks thought-provoking questions for them to answer. Children sing songs to each other with enthusiasm and confidence.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure and confident understanding of safeguarding and child protection. Her policies are thorough and unique to her setting. The childminder knows who to contact to seek advice and how to follow up any potential issues. She knows what to be vigilant for regarding being aware of the signs and symptoms of abuse, which may potentially raise a concern. The childminder keeps her knowledge up to date. For example, she completes regular safeguarding training. The childminder completes thorough risk assessments to help keep children safe. Children learn how to keep themselves and others safe. For example, they talk about how to cross the road safely.

What does the setting need to do to improve?

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

- review and improve children's understanding of the importance of consistently following good hygiene routines
- extend the ways to keep parents fully involved in their children's learning and help them understand how they could support them further at home.

Setting details

Unique reference number	EY339518
Local authority	Kent
Inspection number	10131541
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	3 to 3
Total number of places	6
Number of children on roll	2
Date of previous inspection	21 March 2016

Information about this early years setting

The childminder registered in 2006. She is located in Gravesend, Kent. The childminder cares for children Monday and Tuesday, from 7am to 8pm, all year around. The childminder holds a relevant early years qualification at level 3.

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 she provides 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022