

Childminder report

Inspection date: 14 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 | Good |
|--|------|

What is it like to attend this early years setting?

The provision is good

Children are well cared for and enjoy being with the warm and caring childminder. They settle quickly and show that they feel safe and secure. For example, they greet their peers and run off together to play and explore. The childminder helps children, particularly the youngest, to build on their self-confidence and independence. Children choose from various activities, and the easily accessible resources help them to do this effectively. Children enjoy a range of experiences that are suitable for their age and stage of development. Children behave well as a result of the childminder's confident and consistent approach.

The childminder has high expectations for all children's learning and development. She has a sound understanding of important areas of development, such as social, communication and physical skills. Children excitedly sing songs and rhymes with musical instruments. They are beginning to develop an interest in moving to music and enjoy practising tapping to the beat. Children learn new language from the childminder, as she models how to pronounce words. They practise fine-motor control in a variety of ways, such as through moulding play dough and mark making in shaving cream.

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

- The childminder provides a broad curriculum to teach children a good range of skills and knowledge. She observes and accurately assesses what children know and can do. The childminder uses children's interests to plan learning experiences. At times, however, during adult-directed play, the intention of what she wants children to learn is unclear. This means that she does not focus activities sharply enough on the specific knowledge that children need to learn.
- The childminder has a strong emphasis on literature and reading. She immerses children in stories and language. She uses books to evoke children's curiosity and to teach them key messages that consider their emotional well-being. Children choose from a variety of books to take home. They share them with their families who record discussions had, as a result of the key topics raised. The childminder continues the learning back at the setting.
- Children benefit from a range of outings in the local environment. For example, they visit the supermarket with a list to buy ingredients to bake. At Christmas time, they write letters to Father Christmas, buy a stamp and walk to the post box. As a result, children learn the meaning of writing for a purpose.
- The childminder has effective methods to focus and engage children. She asks questions about their sensory experiences and what they think might happen next. However, children are not always given time to think things through and come up with their own ideas and responses. This hinders their progress in developing their thinking and listening skills independently.

- Children learn skills that enable them to develop independence and awareness of safety. For example, they learn to keep hydrated and ensure they wear their hat and sun screen, to stay safe in the sun.
- Parents praise the childminder for her good communication. They comment that their child loves attending the setting and that they feel safe and secure. The childminder shares events that children enjoy at the setting. Parents enjoy the time spent looking at photographs and listening to their child express their excitement about their experiences. Parents are grateful that they have an active role in the development of their child. For example, they receive regular developmental summaries and verbal feedback about how to support children at home.
- The childminder works with other settings that children attend. She ensures a consistency of approach, particularly with behaviour strategies. The childminder has a positive approach to developing her own skills and knowledge. She has taken part in a range of online training that has helped her to evaluate her practice. The childminder strives to make the improvements necessary to ensure the best possible outcomes for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of her role and responsibilities to safeguard children. She has a secure knowledge of the signs and symptoms that indicate a child may be at risk. The childminder knows the correct procedures to follow and who to contact if she has concerns about a child's welfare. The childminder undertakes regular training to update her knowledge. She reviews effective policies and procedures to manage a safe home environment.

What does the setting need to do to improve?

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

- strengthen planning to ensure that the learning intent is precise for each adult-directed activity
- offer more opportunities for children to think, respond to questions and explore their own ideas.

Setting details

| | |
|--|---|
| Unique reference number | EY473276 |
| Local authority | Kent |
| Inspection number | 10219801 |
| 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 7 |
| Total number of places | 6 |
| Number of children on roll | 5 |
| Date of previous inspection | 23 August 2016 |

Information about this early years setting

The childminder registered in 2014 and lives in Northfleet, Gravesend. She operates her service from Monday to Thursday, 7am to 6pm. The childminder accepts children who are eligible for two-, three- and four-year-old funding. She holds a relevant childcare qualification and a full paediatric first-aid certificate.

Information about this inspection

Inspector

Kate Williams

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 showed the inspector the premises and discussed how they ensure it is safe and suitable.
- Children spoke to/communicated with the inspector during the inspection.
- 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 inspector spoke to several 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.

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