

# Childminder report

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Inspection date: 20 July 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 thrive in this warm, welcoming and stimulating environment. They are confident in entering the childminder's home and settle very well into a well-established daily routine. They eagerly wait for their friends to come and play.

Children benefit from healthy meals provided by the childminder. They make choices about what they would like for their snack. The childminder supports them to cut their own fruits using a child safety knife. This helps to promote their independence. Children set the table and pour their drinks.

Children gain a very good understanding and knowledge of early mathematics. They spontaneously count as they play, and fill and empty containers, saying which one is 'too full' and which one is 'empty'. Children develop a love of books. They regularly enjoy looking at books and sharing them with the childminder. The childminder operates a very successful lending library. This allows parents to support their children's literacy skills further at home.

Children learn about their emotions in a variety of ways. For example, at circle time, the childminder uses emotion cards to encourage children to talk about the way they are feeling. All children, including younger children, start learning how to manage their own feelings and resolve conflicts, with very good support from the childminder. As a result, children become resilient, and develop their empathy.

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

- The childminder knows the children very well. She has a very good understanding of each child's unique personality and interests. This includes a detailed understanding of each child's learning. This knowledge helps her to plan challenging activities and outings that engage the children, providing them with experiences that support their learning. For instance, as part of learning about life under the sea, children visit the pet shop and 'fish' sea creatures from water and jelly while naming them. This helps to support children to develop a keen and genuine interest in the world around them.
- The relationships between the children and the childminder are very good. Children are respectful to each other. They talk, share ideas, take turns and share toys, while playing cooperatively. For instance, children offer each other 'coffee' while discussing if they need sugar and how it tastes. They say 'please' and 'thank you'.
- Children become highly independent from a young age. They are very competent when dressing themselves before going outside to play. For example, children put their own shoes on and find their hats. The childminder allows them enough time to do this. Children know that they need to wear sun cream and

hats on a sunny day. They enjoy helping to apply their own sun cream. As a result, children develop their self-confidence and independence extremely well. This supports them in readiness for the next stage of their learning.

- The childminder consistently introduces new words into the conversation with the children, modelling and supporting correct pronunciation. Children use the words 'adventure' and 'journey' while riding wheeled toys in the garden. This helps to support children's language and communication development, helping them to become good communicators. Generally, the childminder is skilled in asking questions to extend children's language and communication. However, at times, she does not give children enough time to process and respond to questions, to extend their learning further.
- Partnerships with parents are very good. Parents comment about the excellent progress their children have made since starting with the childminder. They report that their children have grown in confidence both with their language development and their social skills. Parents are highly complimentary about the childminder's approach and sensitivity to support children's needs. The childminder works closely with parents to support their children's transition to their next stage of learning. She consistently shares information with the parents about their children's learning and development.
- The childminder is committed to continuously improving her professional knowledge. She is fully aware of the impact it has on the quality of care and education she provides to the children. The childminder ensures that her training is aimed specifically at the needs of the children she currently cares for. As a result, children benefit from her new skills. For example, recent training has improved her knowledge of how to teach children about the importance of having good oral health. This helps children to understand and learn about how to keep their teeth clean and healthy.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a very good understanding of her role and responsibility in keeping children safe from harm. She can recognise and identify the signs of abuse and neglect. The childminder has a very good knowledge and understanding of all aspects of safeguarding, including radicalisation and female genital mutilation. She knows what to do and who to contact if she has any concerns about a child or an adult. The childminder keeps her knowledge and training up-to-date. She carries regular risk assessment to ensure her house is safe and secure for children.

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

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

- allow children more time to process and respond to questions asked of them.

## Setting details

<b>Unique reference number</b>	2565451
<b>Local authority</b>	Kent
<b>Inspection number</b>	10239219
<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>	2 to 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2020 and lives in Ebbsfleet Valley, Kent. She holds qualified teacher status. The childminder operates Monday to Friday from 7am to 6pm, all year round.

## Information about this inspection

### Inspector

Oshra Murphy

### Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in her evaluation of the setting.
- Children spoke to 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 and the inspector discussed how the curriculum had been implemented and the impact this had on children's learning.
- 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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