

Childminder report

Inspection date: 26 July 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Met
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What is it like to attend this early years setting?

The provision is good

Children love coming to this calm and welcoming setting. They enter happily and choose from a range of resources that appeal to their age and stage of development. Children enjoy looking after the family pets. They learn new skills about how to be gentle when caring for the animals and what they like to eat and drink. Children's behaviour is good. They enjoy the activities on offer and are absorbed in their play. Children learn to take turns and share. They show kindness and respect for one another as they share outdoor spaces with their friends.

The childminder and her co-childminders have high expectations for children's independence. Children are encouraged to regulate their emotions by identifying their feelings and conveying them appropriately. Children who are limited in their communication skills use signing to express their needs. They are also comforted in the knowledge that they can find a quiet space to play, should they prefer it. Children build strong relationships with the adults and their friends. For example, they attend settling-in sessions until the childminder and her co-childminders feel that they are ready and feel safe and secure.

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

- The childminder monitors children's development closely. She involves her co-childminders in this process to make sure that they all know the children well. The childminder is clear about the intentions for children's learning and focuses the curriculum on areas where children need the most support.
- The childminder supports all learners well, including those with special educational needs and/or disabilities. She is also aware of the importance of ensuring that children who speak English as an additional language can communicate their needs. The childminder ensures that vulnerable children make good progress from their starting points, particularly in their communication and interactions with others.
- The childminder weaves some aspects of number into children's play, for example by counting ducks in the water tray. Children repeat numbers in order by placing ducks in a row. However, the childminder does not consistently use opportunities to further develop children's mathematical understanding of quantities or written numerals.
- Children enjoy learning new skills by visiting a variety of places. For example, the childminder and her co-childminders take them on outings to the local park. Children improve their skills in physical development as they learn to coordinate themselves on larger play equipment. They visit a farm, which extends their learning about caring for living things. Children benefit from the exploration and develop their awareness of places beyond the familiar setting.
- The childminder helps some children learn about their own backgrounds and

what makes them unique, for example by exploring cultural festivals. However, she does not consider how to help all children learn about similarities between themselves and others.

- The childminder manages children's behaviour well. She promotes positive behaviour by offering regular praise and encouragement to ensure children feel valued and respected. For instance, when children are reluctant to try something by themselves, the childminder reassures them. This helps children to develop confidence in their own abilities.
- Partnerships with parents are very effective at this setting. The childminder works closely with parents to help children become independent. For example, the childminder supports parents with toilet training. She shares children's learning with parents on a regular basis and keeps them informed about their children's next steps. This ensures a consistency for children and helps parents to support their learning further at home.
- The childminder is eager to improve her own professional development. She applies her expert knowledge of strategies to support new mothers with their babies. For example, how to apply techniques that encourage rest and relaxation. The childminder reflects on her practice regularly and is dedicated to continuing to provide high-quality care.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is a real strength of this setting. The childminder and her co-childminders know the different types of abuse, along with the signs and symptoms. They have a good understanding of how to report any concerns. The childminder understands who to contact if an allegation is made against herself or a member of her household. She carries out regular risk assessments to ensure that the premises are safe and secure. The childminder and her co-childminders update their safeguarding knowledge regularly. This means that they are able to keep children safe, for example by teaching them how to be careful when playing online.

What does the setting need to do to improve?

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

- extend opportunities for children to consolidate their recognition and understanding of numerals
- provide children with more opportunities to build on their understanding of the similarities and differences between themselves and others.

Setting details

Unique reference number	125210
Local authority	Kent
Inspection number	10136245
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	2 to 9
Total number of places	6
Number of children on roll	4
Date of previous inspection	16 March 2015

Information about this early years setting

The childminder registered in 1994 and works with two other registered childminders, from her address. She lives in Northfleet, Kent. The childminder operates Monday to Friday before and after school from 7.30am to 7pm. She accepts funding for the free provision of education for children aged two, three and four years.

Information about this inspection

Inspector
Kate Williams

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 their evaluation of the setting.
- The childminder showed the inspector around the premises and discussed how she ensures they are safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- 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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