

Childminder report

Inspection date: 11 August 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	Good
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What is it like to attend this early years setting?

The provision is good

Children are confident and very aware of their environment. They have a close, friendly relationship with their peers, the assistants and the childminder. They develop effective attachments, helping them to feel reassured and confident in the childminder's care. This also helps children to develop friendships with other children. For example, older children show care and compassion towards very young children, giving them hugs and supporting them at snack time.

Children understand rules and boundaries. They listen carefully to the childminder when she explains what they can do and why they cannot do certain activities. Older children understand that some activities are not safe for younger children. The childminder helps younger children to listen to instructions about keeping themselves safe, especially when taking children on outings.

Younger children learn to play alongside and with each other. They learn to negotiate and cooperate in their play. The childminder helps them to feel proud of their achievements, congratulating them on sharing and taking turns. For example, children who find sharing challenging are hugged and congratulated when they take turns to use the microwave in the play kitchen, listen to instructions and help others to use the microwave. Children are eager to learn and show determination to achieve new skills.

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

- Older children confidently communicate with each other and have effective conversations with the childminder. They use expressions, gestures and verbal communication to express their needs. Children communicate throughout their play, telling others what they are doing. Children develop the skills to hold conversations, listen to others and take turns to talk. They confidently share experiences. However, the childminder does not consistently support younger children's development of speech. Sometimes, she does not engage young, quiet children in conversation in order to fully support their communication skills.
- Children are constantly engaged in activities and play. They busily play with their peers and are happy to play on their own. They choose from a vast range of activities that support their individual learning needs and their interests. However, the childminder sometimes follows her routine rather than allowing children to finish their play to their own satisfaction. This results in children leaving activities that they are thoroughly absorbed in.
- Children thoroughly enjoy role play and fantasy play. They act out experiences from home. For example, they make pretend meals with play food, describing what they like and what they do not like to eat. They make food for others, describing what is healthy and what is not. They confidently commentate

throughout their play, talking about the food, labelling it and using the tools for food appropriately. For example, they make burgers from buns and burgers with lettuce slices and tomatoes.

- Children explore texture and sensory materials. They explore and experiment with dough, squashing it between their fingers and flattening it with their hands. They use dexterity skills to manipulate it into shapes. Children are creative and use resources, such as pens and paper plates, to create plates of food that they like and dislike, and are healthy and a treat.
- The childminder has a positive attitude towards her ongoing professional development. She makes sure that her assistants access training information and courses. She evaluates the effectiveness of her service on a frequent basis. She uses a support network of local authority support, forums, other childminders and her assistants to reflect on her service and the needs of individual children.
- Parents make positive comments about children's care and learning. They appreciate the time each child has with the childminder working towards their learning and development. They talk positively about the support to help children's learning at home. Parents comment that they feel reassured that their children are happy, settled and busy with play and learning.
- The childminder actively praises and encourages children. They develop high levels of self-esteem and pride in themselves. They are confident to express their needs, happily saying what they want to do and what they do not want to do. They recognise when other children have achieved something new and share this openly with the childminder.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a robust knowledge of safeguarding. She is aware of her responsibilities to protect children from harm and understands the signs and symptoms of child abuse. She keeps her knowledge up to date. She makes sure that her assistants have access to the same training that she does, to provide a consistent approach to protecting children from harm. Children learn to keep themselves safe. The childminder understands children's capabilities of understanding their own safety. The childminder provides challenges for children's physical skills to support their understanding of what they can do and what they can aspire to. The childminder provides a safe and secure environment for children to play. They choose where to play inside or outside. The childminder carefully assesses hazards and risks when children go on outings.

What does the setting need to do to improve?

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

- develop the knowledge of how to allow children to finish their play to their own satisfaction
- enhance opportunities for younger children to further develop their speech and language.

Setting details

Unique reference number	EY286025
Local authority	Kent
Inspection number	10228356
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 10
Total number of places	6
Number of children on roll	23
Date of previous inspection	27 October 2016

Information about this early years setting

The childminder registered in 2004. She lives in Greenhithe near Dartford, Kent. She works with two assistants. She receives funding for three- and four-year-old children. The childminder holds a level 3 qualification. One assistant is qualified to level 4.

Information about this inspection

Inspector

Claire Parnell

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.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- 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.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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