

Childminder report

Inspection date: 27 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Happy children thrive in the care of the childminder and her highly qualified assistants. The children confidently run into the setting and settle quickly. Children demonstrate very good emotional security as they spend time in the haven that the childminder has created. The curriculum is good, and the children listen and concentrate well. The relationships with their friends and the staff are strong. This is because the staff know each child extremely well and plan for each child individually. The childminder is swift to address gaps in children's knowledge to help them make good progress. This helps to prepare children as well as possible for the next stages of their education.

Children sing and dance, and their learning is extended with activities, like counting out balls to decorate paper ice creams and matching letters. They show that they can count items into double figures. The children are highly respectful and caring of each other. They joyfully engage as they cooperate to solve a giant jigsaw puzzle.

Staff provide a lot of support for children's emotional well-being. Children respond well to the high level of care. They love and care for each other and share confidently. This is reflected in the children's exceptional behaviour. The staff's constant praise encourages children to be persistent. Children confidently take turns and wait patiently for their friends to finish what they are doing before they follow on.

The staff have an excellent understanding of how to support children who speak English as an additional language. The childminder and both assistants speak the home languages of the children. They work with parents and begin at the child's starting point, so that they can track their development. This contributes to the rapid progress that children make.

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

- Relationships are excellent. Children launch themselves at the childminder for random cuddles. They receive these in abundance. They run into the house and do not want to leave. Parents say their children want to be there all the time.
- Staff promote confidence, resilience and independence. For example, at snack time, they encourage children to persist when peeling their own banana. Children continue to cut them into slices for themselves. They go to the toilet on their own and have a clear understanding of when to wash their hands. This means that children learn to persist and build skills for the future.
- Staff promote children's behaviour well. They teach children how to respect, love and care for each other. This means that they play respectfully and turn take.

Two children were playing with a car game and taking turns and talking to each other. Later, both children had their arms around each other. They wait patiently and watch what their peers are doing before taking their own turn.

- Staff are knowledgeable and responsive, which promotes good teaching. Staff model a calm disposition and a joyful approach while demonstrating their enthusiasm. They show patience as they wait for children to respond. When the child succeeds, they get the reward of a 'high five'.
- Communication is a focus for the childminder. This is a language-rich environment with many books for the children to self-select. They sing and explore music formally in a group with staff joining in the fun. Staff continue this approach in an impromptu way throughout the day by following the children's interests. This means that children increasingly build spoken English and have the skills to understand language structure.
- Children have opportunities to develop their physical skills. There is an array of equipment for climbing in the garden. This includes a swing for three children. Their fine-motor skills develop through the huge range of activities. This includes threading, and using the resources in the well-stocked play kitchen.
- The childminder supervises her staff frequently and meets with them daily. She identifies areas that they need to develop and helps them to improve their knowledge. Although some professional development opportunities are not always targeted as precisely as possible, the childminder is highly ambitious and committed to continually enhancing her skills and knowledge.
- Partnerships with parents are highly effective. Parents report that their children are happy and settle quickly with the childminder. They refer to her as 'auntie'. They say that the staff are welcoming, loving and supportive. Parents speak favorably about the strong communication that the childminder provides.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants have a secure understanding of how to protect children and keep them safe while in their care. They all have current first-aid certificates. Staff are knowledgeable about identifying the signs and symptoms of abuse. They understand safeguarding issues, the indicators which alert them and how to report them. The childminder ensures that safeguarding is a priority through daily discussions, quizzes, and training. This is a safe and secure environment as the childminder and her assistants fully risk assesses all areas of her home and outside activities.

What does the setting need to do to improve?

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

- enhance further the ambitious arrangements for ongoing professional

development to more precisely reflect the specific aims for the children attending.

Setting details

Unique reference number	2522681
Local authority	Kent
Inspection number	10215033
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 4
Total number of places	7
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives in Dartford, Kent. The childminder operates Monday to Friday from 8am to 6pm all year round, except public and family holidays. The childminder works with two assistants.

Information about this inspection

Inspector

Kay Beckwith

Inspection activities

- This was the first inspection the setting 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 setting.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The childminder completed a joint observation with the inspector.
- The childminder completed a learning walk with the inspector and discussed the curriculum intent.
- The inspector spoke to staff and children during the inspection to gain their views.
- The childminder showed the inspector relevant documentation.
- The inspector held a meeting with the childminder.
- The inspector invited parents to share their views. They discussed their opinions with the inspector and their feedback was evaluated.

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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