

Childminder report

Inspection date: 4 November 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 happy in the childminder's setting. They demonstrate that they feel safe and secure. For instance, children feel confident to speak to new people. They share their play experiences with visitors and tell them about their pets. Children are self-confident and independent. All children, including those youngest ones, access and select their toys and resources and take a lead in their play. The childminder encourages children to persevere on self-chosen challenges to help develop their resilience. For example, while playing with blocks, children are encouraged to keep trying and build the tower even when it collapses.

Children develop very good relationships with the childminder, who is caring and sensitive in her approach. For example, toddlers know that when they need a cuddle, the childminder will snuggle them in closely. This helps to promote children's emotional security. Children behave well. They listen and follow the childminder's simple instructions. They develop a can-do attitude and are keen to try new things. They are praised for their efforts and achievements.

Children's literacy and basic mathematical skills are supported. They count spontaneously as they play. Children develop a love of books as they listen to stories the childminder reads to them.

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

- The childminder has high expectation from the children in her care. She uses information collected from the parents and her own knowledge of the children to plan activities, which are based on their individual interests to extend and support their learning. Children make good progress from their starting points. They focus well during activities and develop a positive attitude towards learning.
- Children's development of communication and language is supported well. The childminder constantly speaks to children. She uses open-ended questions to support children's language skills. However, there are occasions when opportunities are not used as well to challenge or extend children learning. For example, children examine character's faces in a book, recognising simple emotions such as 'happy' and 'sad'. The childminder discusses the way the characters feel with the children. However, this could have been extended to support children to understand their own feelings.
- Children learn about self-care and start to foster good hygiene practices. They wash their hands independently and help clean the table after messy play. The childminder works with the parents to support children with toilet training. Children's understanding of oral health is well promoted. They discuss brushing their teeth and their latest visit to the dentist with the childminder. The

childminder encourages parents to provide healthy meals. She discusses healthy eating with the children and provides them with fresh drinking water throughout the day.

- Children physical development is supported well. Children use the garden and go on regular outings to the local park, where they run, jump and climb. The childminder is aware of the importance of supporting children's social skills. She attends local playgroups where children have opportunities to interact and learn about other people and the world around them.
- Partnerships with parents are good. Parents are highly complimentary about the care their children receive. In their written comments, parents note the progress their children make in their learning and development, and state that they feel well informed by the childminder.
- On occasion, the childminder does not consistently ensure that all children have equal opportunities to be involved. Sometimes, her focus shifts to the more confident children and she overlooks the quieter, younger ones. For instance, while reading book to a toddler, her focus shifts to an older, more confident child, who approaches her with a different book. As a result, children do not equally benefit from the childminder's interactions and teaching.
- The childminder is aware of the importance of keeping her knowledge up to date. She reflects on the activities she provides to identify any areas for improvement. As a result, the childminder has recently attended 'Amazing Play' training in order to improve her understanding and practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good awareness of all aspects of safeguarding, including extremism and female genital mutilation. She fully understands her role and responsibilities to safeguard and protect children from harm. The childminder knows what to do and who to report to when she has a concern about a child or an adult. She is aware of the steps she would need to take if any allegations were made against her. The childminder ensures that her knowledge of safeguarding is updated and relevant. She holds a current first-aid qualification and completes risk assessments before she takes children on outings.

What does the setting need to do to improve?

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

- recognise and use opportunities to challenge and extend children's learning through meaningful discussions
- ensure that all children have equal opportunities to participate and benefit from interactions and teaching.

Setting details

Unique reference number	156770
Local authority	Kent
Inspection number	10228290
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 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	2 February 2017

Information about this early years setting

The childminder registered in 2001 and lives in Sevenoaks, Kent. She cares for children from 8am to 6pm, Monday to Friday, all year round, except for family holidays. The childminder offers funded education for two-, three- and four-year-old children.

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 provider.
- The inspector took account of the views of parents through written feedback.
- The inspector observed interactions between the childminder and children and reviewed the impact on children.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector viewed some documentation, including public liability insurance and paediatric first-aid information.
- The inspector spoke to children, to find out about their time at the setting.

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

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