

Childminder report

Inspection date: 11 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 demonstrate that they feel safe and secure in the childminder's home. They form close and positive relationships with the childminder, who is sensitive and responsive to their needs, for example when children need their nappy changed or when they are tired and need to sleep. This supports children's emotional well-being.

From a young age, children develop a good attitude to learning. Their independence and self-confidence are well supported. Children receive tailored settling-in sessions to ensure they feel happy and secure in the childminder's care. The childminder gathers information about children before they start at her setting. This helps support them to settle quickly. Children are curious and move freely around the setting. They choose and investigate toys and resources in a variety of ways.

Children start learning about self-care. The childminder encourages children to wash their hands before meals, explaining to them about germs. Children benefit from healthy meals and snacks made for them by the childminder. They go on trips to the local supermarket, where they choose their own fruit for snack and for baking and cooking. Children develop a good awareness of and appreciation for diversity and inclusion. They learn about cultures and lifestyle in the wider world. For example, they learn about Diwali and Chinese New Year through books and eating traditional food.

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

- The childminder has a good understanding of child development and knows her children well. She observes and assesses children's development and progress. This helps the childminder to understand what children know and can do. As a result, she plans activities that engage and support children's next steps in learning. Children develop good concentration skills and focus on activities that interest them. They make good progress from their starting points.
- The childminder supports children's mathematical development well. She encourages children to count and recognise simple shapes during their play. For example, while playing with the sand, young children count and name the star shapes they make. The childminder fosters a love of reading in the children. They enjoy choosing and listening to stories read to them by the childminder. This supports their early literacy skills' development.
- The childminder promotes communication and language skills. She makes sure she has eye contact with children when she speaks to them. The childminder repeats words clearly, so children can hear the correct pronunciation of words. In general, she asks children relevant questions to support their thinking skills.

However, at times, the childminder's questioning strategies do not give the children enough time to respond. She often answers for the children or asks another question, limiting children's opportunities to use the language they have already acquired. For instance, while playing with the tea set, the childminder asks the children if they are making porridge or soup, immediately responding, 'How about making soup?'

- Partnerships with parents are good. Parents speak highly about the care that their children receive. They praise the childminder for her sensitivity and flexibility. Parents comment that she communicates effectively with them. She shares photos of the children as they learn and play at her setting. Parents state that they attribute their child's progress to the childminder's interactions.
- Children's physical development is supported well. Children benefit from outings to the park and local lake. They develop their learning and understanding about nature while watching the fish and ducks. Children's fine motor skills are supported as they manipulate the sand, filling up containers and moulds. The childminder meets regularly with other childminders, allowing children time to interact with others. This helps to support children's social skills.
- The childminder has high expectations of children's behaviour. Children listen and follow simple instructions. They learn to share and take turns. For instance, the childminder consistently and gently reminds children to take turns pushing cars down the slide. Children support and help each other as they play. For example, children explain to each other how to use the toys.
- The childminder is aware of the importance of keeping her knowledge up to date and relevant. She is constantly looking at courses to improve the quality of her practice. The childminder has recently enquired about completing a childcare and education degree qualification.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows her role and responsibility in keeping children safe from harm. She has good knowledge of all safeguarding aspects, including radicalisation and internet safety. The childminder knows what to do and who to contact if she has a concern about a child or an adult, including allegations against herself or household members. She understands the importance of keeping her knowledge up to date and completes regular training. The childminder has comprehensive policies and procedures to support her practice. She has a valid paediatric first-aid certificate. The childminder's home is clean and well maintained. She risk assesses her home and outdoors to minimise any hazards.

What does the setting need to do to improve?

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

- improve interaction skills to challenge and extend children's learning and development, allowing them enough time to process and respond.

Setting details

Unique reference number	EY451372
Local authority	Kent
Inspection number	10235916
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 9
Total number of places	6
Number of children on roll	5
Date of previous inspection	2 March 2017

Information about this early years setting

The childminder registered in 2012 and lives in Dartford, Kent. She offers care on Monday to Friday from 7.45am to 7pm, throughout the year.

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 their evaluation of the childminder.
- The inspector observed the quality of interactions between the childminder and children, and evaluated the impact on children's learning and development.
- The childminder and inspector completed a joint observation and evaluated practice to assess the quality of teaching and learning.
- The childminder spoke to the inspector about the intentions for children's learning.
- Parents provided feedback and views, which the inspector took into consideration.
- The childminder showed the inspector the premises and discussed how they ensure the premises are safe and suitable.
- 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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