

# Childminder report

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Inspection date: 23 March 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 develop positive relationships with the childminder. They settle quickly and demonstrate they feel happy, safe and emotionally secure in her care. Children experience a curriculum that balances their interests with what they need to learn next. They are motivated to play and learn.

Children listen attentively to stories read to them by the childminder, such as 'The Tiger Who Came to Tea'. They respond to simple questions and comment on the pictures. Children explore with the childminder how some characters in the book may feel. For example, they understand that Sophie could feel 'sad', because the tiger has left no water in the tap for her bath. Children develop empathy for others. They confidently use mathematical language to compare the sizes of a range of different animals in another book. For instance, children know the giraffe is 'taller' and the elephant is 'shorter'. They develop the skills they need for future learning.

The childminder has high expectations for children's behaviour. She encourages them to use good manners through her own positive modelling, such as reminding them to say 'Thank you' when others help them. Children react positively to the childminder's consistent praise for their achievements. They develop an abundance of confidence.

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

- The childminder collects information from parents about their individual child's starting points. This helps inform her curriculum right from the start. The childminder knows her children well. She observes and assesses children's level of development and knows what children need to learn next. The childminder shares children's next steps with parents, which effectively supports learning at home.
- Children eagerly practise their writing and colouring skills. For example, they colour in printed sheets of animals with paint sticks. The childminder understands children's abilities. For example, she teaches them how to draw a circle shape. Children excitedly explore this new concept drawing big circles with increasing pencil control. They demonstrate immense concentration. However, the childminder does not always ensure that children have free access to a range of different resources to support their creative development. This impacts on children's creativity and further development of their imagination.
- The childminder plans stimulating activities to help children explore their interests at home. For example, she presents farm animal sets and dolls to develop their pretend play. The childminder sensitively joins children to help elaborate their play ideas. For instance, she supports children to feed and dress a doll to build on what they know and can do. The childminder provides a

diverse range of props, such as having a cultural variety of dolls. This helps children develop an awareness of people who are similar and different to them.

- Children become increasingly independent. They begin to manage their own personal needs, such as washing their hands and dressing after toileting. Children develop resilience and confidence. They take appropriate risks and challenges during activities for their stage of development. However, the childminder does not always give clear explanations to help children understand how they can keep themselves safe. For example, she does not discuss the risks of handling tools when preparing their snack, or why grapes should be cut in half to prevent choking.
- The childminder teaches children to develop a healthy lifestyle. She takes children out daily for fresh air and exercise. This supports their health and emotional well-being. Children have lots of opportunities to move freely and develop their gross motor skills, such as when they use the play equipment at the local park. Children have ample opportunities to widen their experiences about the world around them. For instance, they visit a zoo, woods and the seaside.
- The childminder attends regular training to keep her knowledge about childcare issues up to date. For example, she has learnt more about how to use books and the way stories are told. This helps enrich and widen children's vocabulary. The childminder networks with other local childminders and other early years professionals in schools. This helps her to develop her already good practice further.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role and responsibilities for safeguarding children. She knows the signs and symptoms that might indicate a child is at risk of harm. This includes how to identify those children that may develop extreme views and behaviours. The childminder is clear about her reporting procedures and who to contact for advice. Risk assessment is effective. The childminder carries out daily checks of her home and minimises any potential hazards to children to ensure their safety. For example, children are not left alone with the friendly pet dog and understand the need to respect and care for living things.

## What does the setting need to do to improve?

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

- improve the organisation and range of materials for creative activities to encourage children's creativity and imagination further
- provide clear explanations to teach children how to keep themselves safe when handling tools.

## Setting details

<b>Unique reference number</b>	EY405854
<b>Local authority</b>	Kent
<b>Inspection number</b>	10279977
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 2
<b>Total number of places</b>	5
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	7 August 2017

## Information about this early years setting

The childminder lives in Dartford, Kent. She registered in 2010. The childminder works Tuesday to Friday, from 7.30am to 6pm, for most of the year. Funding is accepted for the provision of free early years education for children aged two, three and four years. The childminder holds a level 3 early years qualification.

## Information about this inspection

### Inspector

Jane Winnan

### Inspection activities

- This is the first routine inspection the provider has received since the COVID-19 pandemic. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The childminder walked the inspector around her home to understand how the early years provision and the curriculum are organised.
- The inspector carried out a joint observation with the childminder.
- The inspector held discussions with the childminder and interacted with children at appropriate times during the inspection.
- The inspector looked at a sample of documents. This included the safeguarding children's policy and complaints procedure.

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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E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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