

Childminder report

Inspection date: 21 June 2023

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

Children develop a strong sense of belonging in the home of the caring childminder. This allows them to feel confident, safe and secure. Children benefit from the well-organised environment that entices them to choose from a range of developmentally appropriate toys and books. They are motivated to learn.

Children enjoy sitting with the childminder to listen to a story about firefighters. They show good concentration. Children develop their ideas and theories about the world around them, related to the topic of 'people who can help us'. For example, they talk about a range of toy firefighting equipment. This helps to consolidate their learning. Children build on their growing vocabulary. They learn new words that the childminder carefully selects, such as 'fire extinguisher'. Children begin to develop the skills ready for school.

The childminder has high expectations of children's behaviour. She is a positive role model, who reminds children at times to use 'kind hands' and 'kind words'. Children learn to follow the childminder's instructions and consider the needs of others. For instance, they take it in turns jumping on the trampoline. The childminder supports children to settle well and places a strong focus on children's happiness. For example, she gives children meaningful praise and a 'high five' for their achievements. Children develop good self-esteem and feel proud of their own progress.

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

- Parents report that the childminder is energetic, enthusiastic and passionate about her role. They are happy with the service provided. Parents feel they are kept well informed about their children's progress, which supports their ongoing learning at home. They share their assessments of their children's starting points on entry. However, the childminder does not use the information to identify some next steps with parents right from the start, which impacts on what is planned for children's early learning.
- Children's communication and language development is supported effectively. The childminder consistently sings songs and rhymes during daily routines and activities. This helps children to develop good sentence structures. The childminder plans simple phonic activities, such as 'what's in the box'. For instance, they begin to associate the animals in the box to their sounds, such as 'cow' and 'moo'. Younger children start to focus their attention and verbalise sounds.
- Children have lots of opportunities to develop their fine and gross motor skills. For example, they use large arm movements when painting a wall with water. They roll and squeeze play dough, strengthening their hand control and

developing their early writing skills. Children with additional needs particularly benefit from the physical and sensory activities on offer outdoors. For instance, they become absorbed in filling and pouring cups of water. This supports their emotional regulation and engagement in activities.

- The childminder asks older children to count different objects to develop their mathematical skills, such as legs and ears of a toy dog. However, she holds the objects and counts for children, such as when tidying away the pebbles into a basket. The childminder does not allow enough time to teach different mathematical strategies to help children count reliably.
- The childminder provides a range of natural resources for children to explore and investigate, such as pieces of wood, fir cones and shiny pebbles. Children arrange them in a range of interesting ways. For example, they create a 'trail' with the pebbles. Children make patterns that are creative and imaginative.
- Children learn about the importance of good hygiene routines. They manage their personal hygiene needs in accordance with their age and stage of development. Children help the childminder to grow vegetables in her garden. They learn about which foods are good for them. The childminder takes children to the local park and library. This helps children to socialise with other people and become familiar with the community in which they live.
- The childminder ensures the curriculum is ambitious for every child. She liaises with professionals at other provisions that children attend for continuity of care and learning. For example, she shares visual pictures to help different groups of children make sense of what is being taught, such as 'good looking'. She attends online training to keep her knowledge up to date.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibilities for safeguarding children. She knows the signs and symptoms that may indicate a child is at risk of harm. The childminder knows how to recognise children who may develop extreme views and behaviours. She demonstrates a secure understanding of the role of child protection agencies and the procedures to follow should she have a safeguarding concern. This includes allegations against herself or a household member. The childminder conducts regular risk assessments of her setting to ensure that children are safe. She teaches children how to protect themselves from the sun. For example, they all wear sun hats and apply sun cream when going in the garden.

What does the setting need to do to improve?

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

- strengthen working with parents and identify children's individual next steps for learning right from the start

- support children's mathematical skills more effectively by allowing time to teach children different mathematical strategies to count more reliably.

Setting details

Unique reference number	2629457
Local authority	Kent
Inspection number	10295632
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 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder lives in Dartford, Kent. She registered in 2021. The childminding service is open from Monday to Friday, from 7am to 6pm, all year round, except for family holidays. She receives funding to provide free early education for children aged two, three and four years old. The childminder has an approved early years master's qualification at level 7.

Information about this inspection

Inspector
Jane Winnan

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 provider and has taken that into account in their evaluation of the provider.
- The inspector carried out a learning walk with the childminder 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.
- A sample of documents was reviewed by the inspector, including the safeguarding children policy and complaints policy.
- The inspector spoke to parents and read their views about the service provided.

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
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