

# Childminder report

---

Inspection date: 20 July 2023

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

## What is it like to attend this early years setting?

### The provision is good

Children settle quickly and are happy at the setting. They giggle and smile happily as they play. The childminder has a confident understanding of the curriculum, which she implements well. She plans challenging experiences that encourage children to have a positive attitude towards learning. Children are enthusiastic as they take part in interesting activities. This is demonstrated when children are intrigued by sounds that they hear. The childminder teaches children about the different sounds that nature makes, including thunder-storms, whales and dolphins. This leads to the children learning about sea creatures and creating art to represent what they believe it looks like under the sea.

The childminder is a positive role model. Children are polite and behave well. They play together happily, share and take turns. Children are independent and are confident to make their own choices and complete their own tasks. The childminder teaches children about the importance of exercise. For example, when they finish dancing, they talk about ensuring that they have a drink to remain hydrated. Children have good opportunities to develop their physical skills. For example, they learn to move in different ways. This is demonstrated when they safely negotiate space as they 'march', in their 'marching band'.

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

- The childminder has good knowledge of all areas of learning and ensures that she plans activities and experiences that she knows will motivate children to learn. She gets to know individual children well, including their personalities and what makes them unique. Children remain engaged in the wide range of opportunities. For example, they enjoy bringing their imagination alive as they become 'hairdressers'.
- The childminder establishes secure and trusting relationships with all children. Children are happy and confident in the childminder's presence and enjoy the company of her and her family. Children have a good sense of belonging and positive levels of self-esteem. For example, they are excited and proud to receive stickers as a reward for sharing their best dance moves with each other.
- Overall, the childminder successfully supports all children to develop a wide range of skills to support their future learning. This includes learning new vocabulary as they enjoy an extensive range of books, which the childminder enthusiastically reads. However, the childminder does not consistently provide children with enough time to think and then answer the thought-provoking questions she asks them. At times, she interjects too quickly to answer for them. Therefore, children do not have consistent opportunities to build on their already good listening and speaking skills even further.
- The childminder includes all children, and they all have a positive attitude

towards their learning and each other. All children make good progress. This includes children who speak English as an additional language. However, the childminder does not yet consistently provide children with more extensive opportunities to learn about other people's similarities and differences outside of their own communities and experiences. For example, she is more confident to teach children about the festivals that are most familiar to her.

- Parents speak highly of the childminder and praise the level of communication they receive. The childminder establishes positive relationships with parents and keeps them fully informed about their children's learning. This includes sharing daily videos and photos of what they have achieved. The childminder shares helpful information and tips with them, such as information about how to keep children safe online.
- The childminder evaluates her practice daily. She reflects on the things that have gone well and what she would like to do differently next time. The childminder carefully considers the views and feedback provided by children and parents. She uses her findings to support her future practice and activity plans.
- The childminder accesses a wide range of beneficial training and webinars to build on her already good knowledge and skills. She has recently learned about the different ways to successfully manage children's behaviour. As a result, children express their emotions in safe and appropriate ways. This includes using colour to express how they feel. For example, yellow means that they feel happy.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a secure and confident knowledge and understanding of safeguarding and child protection policies and procedures. This includes fully understanding the 'Prevent' duty and the signs and symptoms of abuse, including domestic abuse. The childminder knows who to contact to seek advice and how to raise and follow up any potential concerns. This includes knowing how to manage any allegations against herself and any other adults at the setting. The childminder teaches children how to keep themselves and others safe. This is demonstrated when they talk about how to stay safe around water when they regularly visit the local pond.

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

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

- ensure that children have sufficient time to think and then respond to questions, to build on their developing communication skills even further
- extend children's knowledge and understanding of other people's similarities and differences from around the world.

## Setting details

<b>Unique reference number</b>	EY427662
<b>Local authority</b>	Kent
<b>Inspection number</b>	10301647
<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 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Date of previous inspection</b>	23 January 2018

## Information about this early years setting

The childminder registered in 2011 and lives in Swanley, Kent. She operates all year round from 8am to 5.30pm, Tuesday to Friday. The childminder provides funded early education for three-year-old children.

## Information about this inspection

### Inspector

Kelly May

### 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 setting.
- The inspector had a learning walk with the childminder. The inspector assessed the quality of the childminder's interactions with the children and assessed the impact on their learning.
- The inspector viewed the indoor and outdoor learning environments.
- The inspector reviewed written documentation. This included safeguarding and child protection policies and procedures.
- During the inspection, the inspector spoke to the childminder and children at convenient times and reviewed written feedback from parents and considered their views.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023