

Childminder report

Inspection date: 25 July 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	Good

What is it like to attend this early years setting?

The provision is good

Children are very happy in the inviting and warm environment. They enjoy the wide range of resources and activities that the childminder provides. For example, they are excited to play interesting games, such as croquet and sack races. The childminder has a good understanding of the curriculum, which she implements effectively. She plans challenging activities that children are eager to participate in. For example, children are intrigued to learn about life cycles. They watch as tadpoles turn into froglets and then develop into frogs, before releasing them into the wild.

The childminder is a positive role model. Children are polite and behave well. For example, they remind each other of the rules and confidently tell each other, 'sharing is caring'. As a result, children play together happily. Children learn about the importance of a healthy lifestyle. For example, they grow their own healthy produce to eat, such as strawberries and beetroot. Children have good opportunities to develop their physical skills. For example, they learn to move in different ways, such as safely climbing up ladders and confidently descending firefighter poles.

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

- The childminder establishes secure and trusting relationships with children of all ages. They are very happy and enjoy her company. For example, they giggle and squeal in delight as they play chasing and running games with her. Children are vocal in sharing how much fun they have at the childminders.
- The childminder has a good knowledge of all children that she cares for. She fully understands what they like and dislike and what makes them unique. This helps her plan interesting activities that she knows children will enjoy. For instance, children enjoy learning about different animals. The childminder plans a visit to an aquarium so children can learn about animals that live under the sea. As a result, children are motivated to learn and make good progress in their development.
- The childminder supports children to develop good communication skills. Children are confident to share their thoughts and ideas, such as during imaginative play; they make up their own stories.
- Overall, the childminder has a good understanding of all areas of learning and children develop a wide range of skills to support their future learning. For example, they are encouraged to put on their shoes independently. However, the childminder does not consistently provide children with the opportunity to explore their own ideas. For example, she is too quick to tell children how to do things. Therefore, children do not have enough time to investigate their own ideas and enhance their curiosity further.

- The childminder welcomes all children and families. She plans activities linked to festivals and traditions that she is familiar with. However, overall, there are limited opportunities for children to learn about other people's similarities and differences from around the wider world.
- Parents speak very highly of the childminder. They comment that she is 'passionate' and 'nurturing'. The childminder establishes positive relationships with parents and keeps them fully involved in their children's learning. She shares helpful information, such as activity ideas, to support parents to enjoy learning with their children at home.
- The childminder evaluates her practice daily. She reflects on how well she has engaged children and what she could do differently next time. The childminder takes into careful consideration the views of children and parents and uses them to support her future practice.
- The childminder continues to build on her knowledge and skills. For example, she has recently attended training to help support children's emotional well-being. As a result, the childminder confidently helps children express their emotions safely and appropriately.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a good knowledge and understanding of all safeguarding and child protection policies and procedures. She fully understands the signs and symptoms of abuse, including those for the 'Prevent' duty and female genital mutilation. The childminder knows who to contact to seek advice and how to report any concerns she may have about children. The childminder fully understands how to manage any medical emergencies and accidents swiftly and appropriately. The childminder teaches children how to keep themselves and others safe. For instance, they talk about the rules when using public transport, such as standing behind the yellow line on the platform when the train approaches the station.

What does the setting need to do to improve?

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

- provide consistent opportunities for children to explore their own ideas and problem-solve more independently
- strengthen the support for children to learn about other people's similarities and differences outside of their own communities and experiences.

Setting details

Unique reference number	EY378007
Local authority	Kent
Inspection number	10301551
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	1 to 11
Total number of places	6
Number of children on roll	4
Date of previous inspection	10 January 2018

Information about this early years setting

The childminder registered in 2008. She is located in Greenhithe, Kent. The childminder cares for children on Monday, Tuesday and Friday, from 7.30am to 6.45pm, all year round. The childminder holds a relevant early years qualification at level 3.

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 childminder.
- The inspector carried out a learning walk with the childminder. The inspector assessed the impact of the quality of interactions and the learning opportunities that the childminder provides for children.
- The inspector viewed the indoor and outdoor learning environments.
- The inspector reviewed written documentation. This included safeguarding and child protection policies and procedures, and the childminder's training and qualification certificates.
- During the inspection, the inspector spoke to the childminder, children and parents at convenient times 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.

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