

Childminder report

Inspection date: 24 January 2024

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Inadequate
--	------------

What is it like to attend this early years setting?

The provision is good

The childminder's home is welcoming, clean and safe. Children thoroughly enjoy their time at the setting. They form secure relationships with the childminder, who is kind, caring and attentive to their personal needs. Children settle quickly and show they feel safe and secure. For instance, they seek cuddles and reassurance when they need it. Children are independent and confident. They eagerly explore the environment and demonstrate high levels of self-esteem as they excitedly make choices in their play.

Children have positive attitudes towards learning. They join in happily with songs and rhymes that the childminder sings to them. Children show great enjoyment as they complete puzzles and celebrate their achievements with each other and the childminder. Children develop a love of books. The childminder engages children well as she animatedly reads familiar stories. Children often choose books that they want the childminder to read. They listen attentively and join in with familiar phrases. This helps to build children's language skills.

The childminder has high expectations for children's behaviour. She gently encourages younger children to learn to share and take turns when playing with their peers. Children happily care for their environment. They sing songs as they tidy away resources. Children's behaviour is good.

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

- The childminder has made significant improvements since her previous inspection. She has accessed training and welcomed support from the local authority adviser to help her to develop the quality of her provision. Furthermore, she has developed her risk assessment process to ensure that all areas accessible to children are clean and hygienic, including food preparation facilities.
- The childminder has a good understanding of how children learn and develop. She completes regular assessments to check on children's progress. Overall, she uses this information to plan and provide activities to support children's interests. However, at times, she does not fully consider how to adapt the activities to precisely target what the youngest children need to learn next.
- The childminder helps children to learn about different people and communities. She provides books and activities to reflect various religious and cultural events throughout the year. She ensures that children have a wide range of experiences to help them to learn about the world. For example, children enjoy regular walks in the local community and trips to country parks and playgroups.
- Children develop their fine motor skills to help them build their muscles in preparation for early writing. The childminder encourages children to use their

hands to press buttons to make sounds and post objects into different-sized containers.

- Partnerships with parents are strong. The childminder communicates effectively with parents and provides regular feedback about children's experiences, achievements and progress. She offers suggestions to parents about how they can contribute to their children's learning. An example of this includes providing activities to try at home to help build children's developing vocabulary.
- Mathematics is weaved throughout activities during the day. The childminder skilfully role models the use of numbers in children's play. Children enjoy number rhymes and use props to help them count as they sing. Children are acquiring early mathematical knowledge in preparation for the next stage in their learning.
- Overall, children's communication skills are supported well. The childminder engages children in conversation and asks them questions as they play. However, at times, children are not always given sufficient time to allow them to respond to questions to encourage their critical thinking skills. Despite this, children make good progress in their early language development.
- Children learn about the importance of healthy lifestyles. They have access to physical exercise and fresh air every day. Children have opportunities to use larger play equipment at local parks, and they develop their large physical skills. The childminder promotes healthy eating. She liaises closely with parents about providing children with nutritious lunch boxes.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- adapt activities to precisely target children's next steps in learning, particularly the youngest children
- allow children more time to think and respond to questions to help further support their critical thinking.

Setting details

Unique reference number	EY456717
Local authority	Kent
Inspection number	10311251
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	0 to 2
Total number of places	6
Number of children on roll	5
Date of previous inspection	29 August 2023

Information about this early years setting

The childminder registered in 2013 and lives in Gravesend, Kent. She operates all year round, from 8am to 6pm, Monday to Friday, except bank holidays and planned family holidays. The childminder has a relevant early years qualification at level 3.

Information about this inspection

Inspector

Nicky Chambers

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The inspector viewed the provision and discussed the safety and suitability of the premises with the childminder.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims for the curriculum.
- The inspector observed the interactions between the childminder and the children.
- Children interacted with the inspector during the inspection.
- 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.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2024