

# Childminder report

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Inspection date: 20 February 2024

<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 are incredibly happy in this warm and welcoming setting. They have built strong attachments with the childminder and feel safe and secure. Children show excitement as their friends arrive and settle straight down to activities that interest them. For instance, children were keen to revisit a past activity of making their own play dough. They spoke with confidence about what ingredients were required and how they needed to add less water. Learning is well embedded, and children remember what they have been taught.

The curriculum is well planned based on the individual needs of the children. It currently focuses on enabling children to be confident communicators who can independently see to their own care needs. All children are making good progress from their starting points.

Children are kind and caring. They have a secure understanding of the behaviour expectations. The childminder acts as a positive role model. Children can be heard repeating phrases to each other that they have heard the childminder use. For instance, when children pass each other resources and say 'thank you', others respond with 'you're welcome'. Children play cooperatively together. They have a 'can-do' attitude to play and learning.

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

- The childminder is reflective. She uses feedback from parents and other professionals to help to evaluate her setting. She is proactive at accessing training courses to support her professional development. This helps the childminder to strengthen her practice further.
- Children have plenty of opportunities to learn about the wider world around them. They are building an understanding of the different cultures and religions that are reflected in the local community. For example, children enjoyed a trip to the local mosque. Children confidently speak about their visit and are able to recall that they wore headscarves and took their shoes off at the door as a mark of respect.
- Children are becoming confident communicators. The childminder introduces new words to them as they play. For example, when making play dough, she modelled words such as 'weight', 'lighter', and 'heavier'. However, during group activities, quieter children are not always able to express their thoughts and develop their communication skills, as those children who are more confident do the talking for them.
- The childminder actively promotes children's independence. Children are encouraged to make their own choices and select where they would like to play. Children learn to put their own coats and shoes on before going outside. They

independently wash their hands before mealtimes and get themselves changed when they get wet in the garden. This supports children to develop their self-help skills as part of the curriculum for school readiness.

- Children are physically active in their play. They enjoy exploring the garden and make up their own games. Children show confidence on the swings. The childminder teaches the children how to use their legs in order for them to go higher. They giggle with delight as they race to swing their legs faster than their friends. Younger children show confidence at climbing the steps to go down the swirly slide. Children take appropriate and well-managed risks to develop their physical skills.
- Partnerships with parents and carers are good. The childminder takes time to give parents verbal feedback about what their children have been learning. She shares information with parents in order to gain their views, such as about the progress checks for two-year-olds and next steps in learning. The childminder creates packs that children can take home in preparation for their transition to school. Children show pride at bringing these back to the setting to show the childminder what they have been doing.
- The childminder teaches children about healthy lifestyles. Children speak about their oral health and brushing their teeth after lunch. During snack times, children speak about healthy foods and independently peel their oranges. Children access drinks during the day when needed. This helps children to make positive choices regarding their own health and well-being.

## 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:**

- strengthen the organisation of group activities to enable all children to become involved and benefit from the planned learning more effectively.

## Setting details

<b>Unique reference number</b>	EY337292
<b>Local authority</b>	Kent
<b>Inspection number</b>	10327485
<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 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	6 August 2018

## Information about this early years setting

The childminder registered in 2006. She lives in Gravesend, Kent. The childminder cares for children Monday to Friday, from 7am to 6.30pm, all year round. She holds a relevant early years qualification at level 3. She receives funding to provide free early education for children aged two, three and four years.

## Information about this inspection

**Inspector**  
Kelly Southern

## 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 childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke to the inspector about what they enjoy doing while they are with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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.

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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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