

Childminder report

Inspection date: 28 February 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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 have great fun and make good progress in the lively, friendly childminding environment. They benefit from activities that are skilfully adapted to reflect their individual learning needs. For example, children of different ages happily take part in a game with small dinosaur figures, focusing on colours and numbers. The youngest children concentrate well as the childminder encourages them to recognise the different colours. They also develop their coordination as they use tweezers to move the brightly coloured toys into matching pots. Older children confidently practise their counting as they rise to the childminder's challenge to group specific numbers of dinosaurs of each colour.

All children behave well and develop good social skills. The sensitive, caring interaction of the childminder supports children to feel secure and settled. The youngest of the childminder's key children approach her at regular intervals for a reassuring cuddle, before returning to their play. Older children form strong attachments with the childminder and her colleagues. They also play very cooperatively with their friends, sharing toys and taking turns.

The popular outdoor play area presents children with plenty of challenges and opportunities to test their physical capabilities. They learn to consider and manage risks. For example, they consistently avoid the swing when it is in use.

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

- The childminder works very effectively with her co-childminders. The adults share roles and responsibilities and work closely with all children. Each childminder takes responsibility for monitoring the progress of their key children and identifying what they need to learn next. Where children have special educational needs and/or disabilities, or are at risk of falling behind, the childminder is prompt to take action. She works effectively with parents and other professionals to seek the precise support that children need.
- The childminder is a strong teacher. She identifies what she intends children to learn during each activity and fully focuses on her aims during her interactions. For example, she consistently reinforces the names of the colours during the dinosaur games. In addition, the childminder extends the mathematical understanding of older children very effectively. She supports their counting and number recognition. She also introduces ideas such as subtraction. For instance, the childminder encourages children to work out how many dinosaurs they need to put back when they have selected more than she asked for. The childminder is particularly passionate about promoting children's speech, language and literacy. She successfully promotes a love of books to support children in their future lives as learners.

- There are times when the childminder gives children instructions to keep them safe, for example telling them to sit down properly on their chair. Although all children happily comply, the childminder is not fully consistent in helping young children to understand why certain rules are in place. However, overall, children develop very mature levels of independence, with the childminder's support and encouragement. Older children fully understand the routines of the day and know how to behave well.
- The way in which the childminder and her colleagues organise resources in the indoor play area supports children's enjoyment and learning very effectively. Children confidently explore the toys and select what they want to play with. They have the space they need to play their games. They enjoy listening to music, and this is sometimes used well to support their learning. However, at other times, when music is not the focus of activities, it adds to the noise level in the room and becomes a distraction. This does not create an ideal environment for children to concentrate or to develop their early language.
- There are good arrangements to promote children's health. For example, the childminder ensures that all children learn to wash their hands before eating, closely supervising the youngest, less independent children. The childminder is very prompt to notice and react when children need support. For example, she knows which children need a gentle reminder to use the toilet.
- Partnerships with parents are effective. The childminder takes time each day to speak to parents and share information, including details of children's achievements and plans for their future learning. She also communicates with parents and relevant professionals to support children's emotional well-being as they move on through their education. Parents provide very positive feedback about the care and attention that the childminder provides for their children.

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:

- provide more consistent support for children, particularly the youngest, to understand why they are being asked to stop certain behaviours, to help them learn to keep themselves safe
- target the use of recorded music more precisely to times when it enhances children's learning and enjoyment to avoid unnecessary background noise becoming a distraction.

Setting details

Unique reference number	EY438739
Local authority	Kent
Inspection number	10317203
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 8
Total number of places	6
Number of children on roll	8
Date of previous inspection	1 May 2018

Information about this early years setting

The childminder registered in 2011. She works with two other registered childminders in Northfleet, Kent. The childminder operates Monday to Saturday, from 7am to 5.30pm, for 50 weeks a year. She is in receipt of funding to provide free early education for children aged four years. The childminder holds a relevant qualification at level 2.

Information about this inspection

Inspector

Liz Caluori

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 childminder spoke to the inspector about how she organises her provision, including her intent for children's learning.
- The inspector observed the interaction of the childminder and children during a range of activities, indoors and in the garden.
- The inspector reviewed written feedback provided by parents and took account of their views.
- A selection of relevant documentation was viewed.

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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