

Childminder report

Inspection date: 12 January 2022

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	Not applicable
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What is it like to attend this early years setting?

The provision is good

Children are happy and confident with the childminder in this friendly and homely environment. They are confident and enthusiastic learners who generally play well together and have fun. The childminder has high expectations of the children and acts as a good role model. She sensitively helps children to manage their feelings and behaviours. As a result, their behaviour is good. Children are well cared for and make good progress from their starting points. The childminder knows children well and plans interesting and enjoyable activities based on their interests and next steps in learning. Children are supported to develop a love of books. They listen intently and join in as the childminder reads familiar stories. The childminder gives children lots of encouragement and praise for their efforts, which helps to boost their self-esteem. Children are encouraged to be active and develop their physical skills. For example, they are excited to go into the garden to climb and ride bikes. Children use their imaginations as they ride to the garden play shop. They learn how to keep themselves safe and engage in conversations with the childminder about the 'slippery' ice. The childminder helps to support children's understanding of the importance of living a healthy lifestyle. They play with resources that introduce them to good dental health, such as giant teeth and toothbrushes.

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

- The childminder promotes children's independence in their self-care very well through daily routines. For example, children find and put on their own coats and shoes ready for the garden. They use the bathroom independently and always try to do things, such as washing their hands, for themselves before asking for help. This helps children to learn to persevere and gives them a very strong sense of pride in their achievements.
- Partnerships with parents are good. The childminder gathers detailed information about children's routines, likes and dislikes before children start. Parents are kept informed of day-to-day events at the setting and know how their children are progressing. The childminder provides photos during the day for parents to see what children are doing. She talks with parents when they collect their children at the end of the day. Parents are very positive about the care the childminder provides. They comment that the childminder is 'trustworthy and accommodating', and say they would recommend her to other parents looking for a childminder.
- The childminder understands the importance of continually evaluating all areas of her provision. She gathers the views of parents and children to help inform areas she can adapt and change. The childminder precisely plans for her professional development to keep her knowledge up to date.
- Mathematics is part of everyday activities. The childminder encourages children to count for a purpose and to recognise numbers. Older children confidently

count the number of pebbles in a bowl. In addition, children understand the concepts of more and less, and compare sizes and quantities within their play and exploration. The childminder provides many opportunities for children to develop their literacy skills. For example, children can access a range of resources, and they enjoy making marks in various ways.

- The childminder supports children to become confident in their use of vocabulary. She does this by repeating words back to children, such as colours and the names of new objects. However, the childminder does not always give children enough time to answer the questions that she asks. This means that children do not always have the opportunity to develop their critical thinking skills.
- The childminder has good knowledge of the children in her care. She uses her ongoing observations to understand children's level of achievement, interests and learning styles. The childminder incorporates their next steps in learning into her planning to support children's development. However, she does not fully enable children to continue activities beyond what she has planned, to extend their learning further.
- Children develop a good understanding of diversity beyond their immediate family. For example, the environment has positive cultural images, books and role-play resources for the children to explore.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is vigilant towards protecting the children in her care. She is confident in how she would identify potential signs of abuse and the procedures she would use to report any concerns. This helps to protect the welfare of children. The childminder uses a good range of policies and procedures, which she regularly reviews to ensure that they contain correct information and contact details. She is aware of wider aspects of safeguarding, such as the 'Prevent duty' and how to protect children and families. The childminder carries out daily risk assessments of her home to help ensure that it is safe and secure for children.

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 are given enough time to answer questions, to further develop their critical thinking skills
- support children's independent learning further by adopting a more flexible approach to planned activities when needed.

Setting details

Unique reference number	2496055
Local authority	Medway
Inspection number	10207684
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 6
Total number of places	2
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Gillingham, Kent. She operates all year round from 7am to 7pm Monday to Friday, except for family holidays. The childminder has qualified teacher status.

Information about this inspection

Inspector

Kimberley Luckham

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 showed the inspector around the areas of her home that are used by children and explained how she supports children's learning and development.
- The inspector carried out a joint evaluation of an activity and held discussions with the childminder.
- The inspector observed the interactions between the childminder and children, and assessed the impact on children's learning.
- Parents shared their views through written documentation, and the inspector considered these.
- The inspector reviewed documents, including those relating to first aid, insurance and the suitability of adults.

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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