

Childminder report

Inspection date: 10 March 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children settle extremely well and form secure relationships with the childminder and her co-minders. They receive endless praise and encouragement throughout the day, which helps them to gain confidence and self-esteem in their increasing abilities. Children learn from a young age how to manage their feelings. For example, the childminder provides gentle explanations and reassurance to children when they become upset during a change in routine. Older children are loving and caring towards babies and are kind to each other. The childminder models good behaviour. She teaches the children to be respectful and learn good manners. They say 'please' and 'thank you' frequently throughout the day. Children behave very well.

Children confidently select what they would like to play with from a range of activities that the childminder has planned for them. They show perseverance and determination to pick up small objects with tweezers. This supports the development of their small-muscle skills and dexterity.

Children have daily opportunities to explore their local community. The childminder plans activities outside the home to give children new learning experiences. For example, they regularly visit local parks and zoos, and take walks in the local area.

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

- The childminder creates a curriculum that challenges children's learning and enables them to make good progress. She gathers useful information when children start at the setting, and uses this well to sequence their learning. The childminder knows the children well and what they can do and what they need to learn next. She plans activities around the children's interests. For example, children engage in imaginative play with toy dinosaurs. The childminder helps the children to learn the different names of dinosaurs and recognise the difference between big and small.
- Children have good opportunities to develop their self-care skills and independence. The childminder encourages children to take off their coat and shoes and place them on their pegs. Children confidently put on their coats to go outdoors, wash their hands independently, and make choices in their play.
- The childminder supports children well to learn about how to keep healthy and stay safe. They enjoy nutritious meals and snacks, and have regular access to fresh air and physical exercise. Furthermore, children clearly understand the hazards of cars and respond well to the childminder's instructions when crossing the road.
- Overall, the childminder supports children's emerging speech and language skills well. She talks with the children as they play, naming objects and asking

questions about what they can see and hear when outdoors. However, the childminder does not always offer children the opportunity to extend their thinking skills, in order to maximise their learning.

- Partnerships with parents and local schools are established. The childminder and her co-minders work with all the children and have a system in place for communicating with parents. However, the key person does not have a central role in respect of specific children to act as a point of contact for parents and support home learning.
- Children develop an awareness of different faiths and cultures through using resources that depict different cultures and having conversations with the childminder. There are not enough opportunities for children to learn about the range of people and family structures that make up our society.
- The childminder regularly updates her skills and knowledge through online training and research. She works closely with her co-minders and, together, they evaluate their provision well to provide a good standard of care and education.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role and responsibility to keep children safe from harm. She ensures the areas used by children in the home are safe, and carries out regular checks to maintain a suitable environment. There are clear procedures in place to keep children safe when on outings. The childminder is aware of the signs and symptoms that may indicate a child is at risk of harm. She knows the procedure to follow to report her concerns about a child and in the event of an allegation being made against herself or another adult working with the children.

What does the setting need to do to improve?

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

- increase the opportunities for children to have enough time and support to help extend their thinking skills and maximise their learning
- strengthen the key-person system to provide a point of contact for specific children and further support learning at home
- increase the opportunities for children to share information about their cultural backgrounds and learn about the diverse world we live in.

Setting details

Unique reference number	2513810
Local authority	Medway
Inspection number	10207849
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	10
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Gillingham. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 2. The childminder works alongside two other childminders at the same address.

Information about this inspection

Inspector

Nicky Chambers

Inspection activities

- This was the first routine inspection the setting 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 her evaluation of the setting.
- The inspector spoke to the childminder and her co-minders at convenient times during the inspection.
- The inspector observed the childminder interacting with children during care routines and activities. The inspector assessed the impact these have on children's well-being and development.
- The inspector spoke with parents during the inspection and took account of written reviews provided by the other parents.
- The inspector looked at relevant documentation and policies.

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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