

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 enjoy warm relationships with the childminder and her co-minders. They are happy, active and confidently make their needs known. Children are motivated to learn and demonstrate a 'can-do' attitude to learning. This includes developing their personal care routines, which older children manage well. Children build on their independence and self-help skills as they enthusiastically get ready for their daily walk.

Older children talk knowledgeably about road safety. They respond well to the childminder's instructions and understand the well-practised routines for crossing the road. Children talk about the different sounds they hear on their walk. They squeeze their eyes shut as they focus on their listening. Older children considerably ask the younger children what they can hear and help them by making suggestions.

Children's behaviour is good. They are polite and show perfect manners. For example, they patiently line up to wipe their feet when returning from their walk. They say 'please' and 'thank you' without prompting and show care for their peers. Children relish the praise they receive from the childminder for their efforts, which boosts their self-esteem.

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

- The childminder provides a range of tools to help children develop their small-muscle skills in readiness for early writing. Older children confidently use scissors, while younger children practise their skills using large plastic tweezers to pick up small objects.
- The childminder encourages children's communication and language skills well. For example, she asks meaningful questions to encourage children's thinking and allows them time to process their thoughts and respond.
- The childminder knows the children well. She provides a range of activities and experiences around their individual interests and needs. The childminder observes children closely to check the progress they are making and plans targeted support. Her curriculum intent is to promote and ensure all children have the skills they need for the next stage in their learning.
- The childminder supports children through routine transitions and follows their individual care routines. This helps them to feel secure. She comforts and reassures children when they wake from their sleep. Children enjoy healthy, balanced meals and snacks. Drinking water is always available and children have a drink when they return from their walk, so they remain hydrated.
- Children's early literacy skills are developing well. They enjoy sharing books, listening to stories and visiting the local library for story time. Older children

adeptly use large chalks to make patterns and draw pictures on a floor tray. The planning of this activity enables babies to be included, as they make marks by banging their chalk on the tray.

- Partnerships with parents and local schools are established. The childminder and 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.
- Parents report they welcome the 'home atmosphere' created. They say their children build up friendship groups quickly and have good relationships with the childminder.
- Children develop an awareness of different faiths and cultures through using resources depicting different cultures and having conversations with staff. There are not enough opportunities for children to learn about the range of people and family structures that make up our society.
- The childminder keeps her knowledge up to date and recently updated her paediatric first-aid training and safeguarding training. The childminder works closely with her co-minders and, together, they work consistently to provide a good standard of care and education.

Safeguarding

The arrangements for safeguarding are effective.

The childminder teaches children how to keep themselves safe. Children are closely supervised and are familiar with the boundaries in place. All adults demonstrate a secure understanding of how to safeguard children. They have a safeguarding policy in place, which is in line with the procedures of the local safeguarding partnership. They know the procedure to follow in the event of a safeguarding concern and in the event of an allegation being made against an adult living or working on the premises. All adults have been subject to checks and deemed suitable to work with children.

What does the setting need to do to improve?

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

- 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	2514397
Local authority	Medway
Inspection number	10207860
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 operates from a co-minder's house in Gillingham. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 4. She works alongside two other childminders at the same address. The childminder is eligible to receive early years education funding for children aged two, three and four years.

Information about this inspection

Inspector

Lizzie Mackey

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 childminder.
- The inspector spoke to the childminder and her co-minders at appropriate times during the inspection.
- The inspector spoke to some parents during the inspection and took account of written reviews provided by other parents.
- The inspector observed the quality of education provided and assessed the impact on children's learning.
- The inspector sampled required records and some 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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