

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 form secure relationships with the childminder and her co-childminders. They are happy, settled and enjoy their time at the setting. Children show a good attitude to learning. They become engrossed in their play and constantly chat and laugh together. Children enthusiastically engage with a wide range of activities and experiences which build on their skills and knowledge. They become increasingly independent in their personal development. For instance, children take care of their own belongings, carefully putting their coats and shoes away. Unprompted, they help their younger peers to do the same. Children have lovely friendships; they are learning to take turns, share and be kind to one another.

Children have ample opportunities to develop their physical skills. They have fun on their daily walk and visit a variety of places, including the library and local parks. Older children are good role models for the younger children. They follow the rules in place for keeping safe and can explain them well. Children's behaviour is consistently good and they show impeccable manners.

The childminder and her co-childminders recognise the impact on children during the COVID-19 pandemic. Children's emotional well-being is very well supported. Carefully planned settling-in arrangements are in place for new children, and those returning after absence.

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

- The childminder works in close partnership with her co-childminders. Together, they plan their curriculum to provide a consistent approach to children's care and learning. They obtain information from parents about children's prior learning. This helps them to build on what children already know and can do. The childminder has high expectations for every child and strives to equip them with the skills and knowledge they need for the next stage in their education.
- Children develop an early love of reading. They snuggle up to the childminder, who enthusiastically reads familiar stories. Children show good recall when the childminder encourages their language skills by asking, 'What happens next?'. The childminder interacts warmly with children and she is responsive to their individual needs. For example, she reads books to children individually who are less confident in a group.
- The childminder remains close by as babies freely explore their environment. Babies show confidence when they are playing independently, and when they join group activities with the older children.
- Children follow good hygiene routines and understand the importance of handwashing. The childminder prepares nutritious meals and ensures children's dietary needs are met. Children are directly supervised during mealtimes.

- The childminder uses good techniques to support children's emotional well-being. For example, she uses picture cards depicting emotions, prompting interesting discussion with children. This helps children to express themselves and develop their awareness of the feelings of others.
- Children learn about 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 and safeguarding training. She works closely with her co-childminders and together they work consistently to provide a good standard of care and education.
- Partnerships with parents and local schools are established. The childminder and her co-childminders 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 that they welcome the childminder's flexibility and support. They say their children make good progress and enjoy close relationships with the childminder and her co-childminders.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of child protection matters, including her responsibility to safeguard the children in her care. She keeps up to date with local safeguarding procedures and attends regular training. Her safeguarding policy includes the action required in the event of an allegation being made about any adult working or living on the premises. The childminder demonstrate a clear understanding of the action required, including notification to Ofsted. Daily risk assessments are carried out to minimise risks in the environment. Careful consideration is given to the risk assessment for outings, including gaining information from parents about children's ability and safety awareness.

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	2515468
Local authority	Medway
Inspection number	10207895
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	4
Number of children on roll	10
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and works from a co-childminder's house 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. 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 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 their evaluation of the setting.
- The inspector sampled documentation, including the childminder's training certificates and policies.
- The inspector spoke to parents and also took account of written feedback.
- The inspector spoke to the children and observed their play.
- The inspector spoke to the childminder and her co-childminders at convenient times during the inspection.

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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