

Childminder report

Inspection date: 20 October 2021

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 positive attachments to the childminder, who provides them with a safe, secure and homely environment to explore and learn. They know they can reach out for cuddles when needing comfort. This has a positive impact on children's emotional well-being. Children enjoy their time in the childminder's gentle and reassuring care. The childminder has high expectations for children's behaviour. Children behave well and play happily alongside the childminder.

Children are gaining a good understanding of healthy lifestyles. For example, they follow good health and hygiene routines and engage in discussions about hand hygiene and healthy food choices. The childminder provides nutritious snacks that the children thoroughly enjoy.

Children are familiar with the routines and readily help to tidy away their toys in preparation for nap or mealtimes. They are keen to join activities, such as story time and creative activities, which they do with enthusiasm. They have opportunities to revisit experiences to practise skills and consolidate what they are learning. For example, children remember how to use a bubble pot and wand. They practise blowing bubbles, using the technique the childminder taught them. Children receive lots of praise and encouragement, which helps to develop their self-esteem and confidence.

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

- The childminder has a good understanding of how to support children's overall development. She undertakes regular assessments of children's learning. As a result, she knows the children in her care well and what they need to learn next. The childminder makes good use of this information, along with children's interests, to plan a broad and well-sequenced curriculum. She prepares children well for the next stages of their learning, including starting school.
- The childminder supports children's early communication skills well. She clearly emphasises keywords within her interactions, introduces new vocabulary and models the correct pronunciation of words. Children listen carefully to the childminder and respond to her guidance. This helps to support their understanding and speaking. The childminder provides children with lots of opportunities to develop their early mathematical skills. She teaches children how to count within activities and learn about concepts effectively, such as size and quantity.
- The childminder is committed to ongoing improvements. She regularly reviews her practice and adapts her provision to help make positive changes. She attends regular training and seeks advice from other professionals, to help keep her knowledge up to date and to further develop her professional practice. For

example, the childminder uses signs with the children to help enhance their communication and language development.

- The childminder encourages children to be active. Children enjoy adventures in the local parks and woodland areas and have recently created obstacles with pumpkins to move around and jump over. This contributes to children's good balance and coordination.
- 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. Children show a keen interest in books. They select stories of interest and listen intently as the childminder reads to them. The childminder often asks children questions as she reads, and they are very keen to join in. However, sometimes, she does not give all children time to answer questions or share their own ideas.
- Partnerships with parents are good. The childminder gathers detailed information about children's routines, likes and dislikes before children start. Parents are very complimentary about the setting and the childminder. However, the childminder does not consistently consider ways to involve all parents in extending their children's learning at home.
- Children develop a good understanding of diversity beyond their immediate family. For example, the environment has positive cultural images, books and role-play resources to explore. Children enjoy learning about different festivals and celebrations from around the world.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to safeguard children. She completes training to help her identify how to do this. The childminder knows how to recognise the possible signs of abuse and/or neglect. She has suitable policies in place, which she shares with parents to help them understand how she will safeguard children. Her policies and procedures are in line with those of the local safeguarding partners. The childminder knows the procedure to follow if she has concerns about the safety or well-being of a child.

What does the setting need to do to improve?

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

- give all children the time and opportunity to respond to questions asked, to help support their critical thinking skills even further
- consider ways to further provide parents with ideas and guidance about how they can continue to support their children's learning at home.

Setting details

Unique reference number	2525536
Local authority	Medway
Inspection number	10208258
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 6
Total number of places	4
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 Rainham, Kent. She offers care Monday to Friday, from 7.30am to 5.30pm, all year round, except bank holidays and family holidays.

Information about this inspection

Inspector

Kimberley Luckham

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 into account in her evaluation of the setting.
- The inspector looked at a sample of documents and certificates.
- The inspector spoke to the childminder and children at various points throughout the visit.
- The inspector took account of the views of parents through written feedback.
- The inspector held a discussion with the childminder to understand how the early years provision and curriculum are organised.
- The inspector observed the childminder to assess the impact of the teaching and learning.

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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