

Childminder report

Inspection date: 16 January 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are very secure and happy at this welcoming setting. They have a warm and caring relationship with the childminder and her assistants. They look for reassurance and settle well into activities that appeal to their age and stage of development. Children play contentedly together and choose from a variety of inviting resources. The childminder skilfully supports children's development in all areas of learning. She builds on the children's interests and what they can already do and sets appropriate next steps.

The childminder plans opportunities to discover things in the natural world. For example, children visit the local woods and bring back 'treasures', such as leaves and pine cones to create a natural collage. She encourages children to compare the experiences of people in the wider world with those of their own families. This helps children to reflect on their similarities and differences and understand what makes them unique.

Children receive a curriculum that is tailored to their individual needs. The childminder liaises with parents and her assistants to find out about children's interests. She makes useful observations about their development and then uses this key information to implement well-thought-out activities. Children make good progress.

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

- Overall, children are well behaved. They mostly listen to instructions and are kind to one another. For instance, children share and take turns in playing games that encourage their fine motor coordination and recognition of number. However, at times, the childminder and her assistants do not consistently implement behaviour management techniques. This results in some children not always following the childminder's instructions.
- Children's communication skills are given high priority. The childminder talks to children as they play, and she skilfully introduces new words. For example, children are encouraged to take part in activities relating to the theme of 'people who help us'. They wear a firefighter's 'helmet' and use a plastic police officer 'truncheon' as they role play. Children of all ages share books and sing songs that expose them to rich and varied vocabulary.
- The childminder understands how to develop young children's small-muscle skills. For instance, she encourages children to squeeze the handles of bottles as they squirt water on the artificial fire. This develops younger children's hand muscles and supports them to confidently grasp chalks to make lines and marks. Older children are beginning to identify and match letter tiles in their name, in preparation for future writing.

- The childminder and her assistants provide effective support for children who speak English as an additional language. They demonstrate this by liaising with parents to discover key words that they can use to help them understand children's wants and needs. The childminder has effective systems in place to support children with special educational needs and/or disabilities (SEND) to make good progress. She understands the procedures for accessing further support from other agencies.
- Care practices are good. The childminder and her assistants spend time settling children into the setting. They teach them about the importance of healthy living, such as good oral health. They provide healthy foods for children. For example, they make pizzas with a variety of colourful vegetables. Children show good levels of independence and even younger children are supported and encouraged to chop their own toppings.
- Overall, the childminder has developed good partnerships with parents. She talks to them each day when they drop off and collect their children. They are grateful for her effective communication and flexibility. However, the ideas and suggestions to extend children's learning and development at home are not always pitched at the right level and are not always in line with children's next steps within the setting. This means that children are not always receiving a consistent approach to gain the best possible outcomes.
- The dedicated childminder wants the very best for the children in her care. Self-evaluation is accurate and improvement plans are robust. The assistants feel well supported and are encouraged to develop their own continuing professional development. The childminder's capacity to bring about change and drive forward improvement is good.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a full understanding of her role and responsibilities to safeguard children. She prioritises safeguarding and regularly refreshes her training to keep her knowledge up to date. She also supports her assistants well to ensure they know the signs and symptoms that may indicate a child is at risk of harm. The childminder shows a good awareness of how to respond to a concern about a child and understands the local safeguarding procedures to follow. She knows what to do in the event an allegation is made about herself or one of her assistants. She ensures the premises are well maintained and clean.

What does the setting need to do to improve?

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

- ensure staff use consistent behaviour management techniques to help children understand what is expected of them

- adapt suggestions for home learning activities to ensure they are best suited to the child's age and stage of development.

Setting details

Unique reference number	2535125
Local authority	Medway
Inspection number	10221744
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 9
Total number of places	9
Number of children on roll	23
Date of previous inspection	18 January 2022

Information about this early years setting

The childminder registered in 2019 and lives in Strood, Kent. She operates all year round, from 6.30am to 7.00pm, Monday to Friday, term-time only. She works with two assistants who have relevant childcare qualifications. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Kate Williams

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector spoke to children to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the interactions between the childminder and her assistants, and the children.
- The inspector spoke to several parents during the inspection and took account of their views.
- The childminder provided the inspector with a sample of key documentation on request.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023