

Childminder report

Inspection date: 14 July 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

Parents are not able to come into the setting due to the COVID-19 (coronavirus) pandemic restrictions. However, children are happy and they settle well with the childminder. They independently explore the resources available to them and show high levels of concentration. For example, children take their time to complete puzzles and will persevere until they have finished.

Children are learning about growing their own fruit and vegetables. They pick strawberries that are ready to eat and compare them to those that are not. They do this to ensure they pick the ripe ones. Children learn new words, such as 'ripe' and 'smooth', as the childminder introduces new vocabulary. Children learn about caring for the childminder's dog, including how to be kind. They develop their awareness of good hygiene and know to wash their hands with soap after touching the dog. Children sing songs while they wash their hands. This helps them to spend an appropriate amount of time ensuring their hands are thoroughly clean.

The environment supports the children's curiosity and promotes further learning. For example, children enjoy exploring the mud kitchen in the garden. They walk in the mud and comment on the muddy footprints they make on the patio. Children are learning to take turns. They take pleasure in feeding the childminder's pet fish, taking turns to throw in the food. They comment on the different colours and sizes of the fish.

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

- The childminder communicates daily with parents and shares the progress children are making. She is working with parents to make sure that children are supported to settle after periods of absence due to the COVID-19 pandemic. She liaises with external agencies where necessary to ensure children's needs are being met.
- Children are gaining a good understanding of what makes them unique. For example, when painting with their fingers, the childminder talks to the children about their fingerprints and how everyone's are different.
- Children are starting to learn mathematical concepts, such as 'more' and 'less'. For example, young children role play feeding the babies and the childminder comments on when the babies need more or less milk. Children learn about caring for others and practise self-care. They wipe the role-play babies clean, change their nappies and dress them.
- Children generally behave well. The childminder supports them to learn the rules and boundaries, such as tidying up before going outside and taking their shoes off when they come back inside. At times, the childminder is not consistent about her expectations of behaviour. For instance, some children sit at the table

or in highchairs to eat while other children do not. This does not give children a clear and consistent message and is reflected in the way they behave.

- The childminder is clear about what she wants children to learn. She supports younger children to develop their physical skills, adapting activities to meet their individual needs. For example, older children independently go up and down the larger slide in the garden. The childminder stands behind younger children as they take each step on the smaller slide. This helps to promote children's physical development and supports their independence.
- The childminder is ambitious and keen to develop her professional practice. She reflects on her practice regularly and uses feedback that she receives from parents to support any improvements. For instance, she is keen to undertake further training to support her understanding of the links of how her activities and interactions support children's progress. In particular, the childminder does not consistently consider the specific skills she wants children to learn next and how her curriculum can support this. As a result, she misses opportunities to fully extend children's learning.
- Children are made aware of risks and how to keep themselves safe. For example, the childminder encourages children to clean up spillages when they accidentally knock over their drinks. She talks to the children about the importance of making sure their feet are dry as well as the floor to prevent them from slipping over.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands the signs to look for to identify possible abuse. She is aware of the different types of abuse and how to report any concerns she may have. She is aware of the risks of grooming and other aspects of abuse, including her duty to prevent children from being drawn into radicalisation. The childminder makes sure her home is safe for all children who attend. She effectively risk assesses and monitors accidents and incidents to help identify and address any safety issues. The childminder understands her responsibility to report any allegations made against herself or any household member and when to notify Ofsted of notifiable events.

What does the setting need to do to improve?

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

- develop understanding of the links of how activities and quality interactions can support children's progress and extend their learning further
- ensure boundaries and expectations are fairly applied to promote a more consistent approach to supporting children's behaviour.

Setting details

Unique reference number	2539636
Local authority	Medway
Inspection number	10197635
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	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 lives in Allhallows, Kent. She operates all year round from 7.30am to 6pm, Monday to Friday and overnight. The childminder holds relevant childminding training.

Information about this inspection

Inspector

Pippa Clark

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 provision.
- The inspector sampled documentation, such as certificates, policies and children's information.
- The childminder and the inspector took part in a learning walk at the start of the inspection to find out what the childminder intends children to learn.
- The inspector and the childminder took part in a joint observation to find out how the childminder evaluates her practice.
- The inspector spoke to children throughout 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.

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 2021