

Childminder report

Inspection date: 21 June 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 demonstrate that they feel happy and safe in the home-from-home surroundings of the childminder's home. For instance, they confidently explore the environment that has been well planned to meet their needs. Children choose daily from the 'learning wall' what activities that they would like to take part in. They quickly settle down and engage well with learning through play.

Children make good progress across all areas of development. The childminder has high expectations for all children, including those with special educational needs and/or disabilities (SEND). For example, she works in partnership with parents. This ensures that she has up-to-date information from specialists that enables her to provide tailored care that meets children's individual needs well.

Children behave well in the calm environment. For instance, they independently tidy away resources when there is a change in routine. They work together to help collect items from the kitchen as they help to set up at mealtimes. Children have good manners and say 'please' and 'thank you' to the childminder. They form warm and positive relationships that are reflected well in their conduct and behaviour.

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

- Children show genuine care and concern in their interactions towards each other. For example, the childminder involves older children in the nappy changing routines for younger children. They clap and talk in animated voices as they engage with the younger children during this time. Children are delighted, responding to their interactions with big smiles. There is a culture of mutual respect that has a positive impact on the development of children's character.
- Parent partnerships are a strength of the childminder. For instance, she regularly shares information with parents about their children's learning and development. Parents feel valued and involved in their children's learning. They consistently share positive feedback about the 'homely, caring and passionate' nature of the childminder. These strong working relationships have a positive impact on children's home learning.
- The childminder knows the children well. She plans effective daily activities that engage and stimulate them. For instance, they role play together in a 'shop' that has been set up to reflect the children's current interests. The childminder successfully teaches the children about healthy choices around food as they discuss making carrot soup. The children's knowledge and understanding are extended well as they 'pay' the childminder for their shopping.
- The childminder supports children to become increasingly independent in their self-care. For example, at mealtimes, they independently wash their hands before collecting their plates and sitting down. Children successfully cut their

own fruit and pour themselves a drink. They learn to use real knives to cut safely. They demonstrate an understanding of the risks associated with choking if they do not cut their fruit appropriately. Children successfully learn life skills.

- Children benefit from regular physical exercise. For instance, the childminder plans daily trips to local parks and natural environments where children enjoy the freedom to run and climb as they explore. Children also have daily access to the childminder's garden. However, indoors, the childminder provides less physical development opportunities for younger children to support their growing independence in movement. She is positive about making changes to the environment.
- The childminder has developed close bonds with the children in her care. For example, babies are shown genuine care and compassion. They seek her out for cuddles and affection. The childminder follows their home routines to ensure that she meets their individual needs. Her interactions are warm and sensitive. Children form secure attachments in her care that promote their well-being.
- The childminder is passionate about improving the outcomes for children in her care, especially those with SEND. For example, she regularly takes part in targeted training to improve her knowledge and understanding so she can meet children's needs effectively. She is reflective in her practice and aspires to continually improve her professional development and expand her business. The childminder has a clear and ambitious vision for improvement.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a very good understanding of her duty to protect children in her care from harm. She is able to talk confidently about a range of safeguarding issues, including female genital mutilation, preventing radicalisation and county lines. The childminder has a good working knowledge of local safeguarding partnership procedures in order to reduce further risk to children and families. She is able to identify when children may be at risk of harm and knows how and when to make referrals in a timely manner.

What does the setting need to do to improve?

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

- improve the physical development opportunities inside to support younger children in their next stage of learning.

Setting details

Unique reference number	2551070
Local authority	Medway
Inspection number	10232036
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 10
Total number of places	6
Number of children on roll	12
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Gillingham, Kent. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. She offers occasional overnight care.

Information about this inspection

Inspector

Nicky Webb

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views on the setting with the inspector.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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E: enquiries@ofsted.gov.uk
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