

Childminder report

Inspection date: 9 March 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 of all ages are confident and happy at the setting. They are keen to join in with the engaging activities that the childminder carefully plans for them. For instance, children talk about seasons and what makes spring unique. They are excited to plant their own sunflower seeds and learn about the process of planting. Children have their ideas extended, and this motivates them to develop their knowledge further. For example, when children are interested in animals, they go on to learn about them. This includes the sounds they make and the habitats in which they live. Children are imaginative. For instance, they are confident to make up their own fantasies and dress as different characters, such as a builder.

The childminder and assistants are positive role models. Children are polite and behave well. They follow instructions and guidance and know what is expected of them. Children have good opportunities to develop their physical skills. For instance, they explore different ways to move as they negotiate obstacles such as stepping stones. Children learn how to keep themselves and others safe. For example, when they go on regular outings and use the bus, they talk about how to remain safe on public transport.

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

- The childminder has made significant changes since her last inspection. She ensures that she provides children with activities and experiences that she knows will challenge and motivate them. She has a well-embedded curriculum. This helps her to support all children to make good progress in all areas of learning.
- The childminder and her assistants get to know children well. This includes fully understanding what makes them unique. Children enjoy the company of the childminder and assistants. They feel safe in the secure and trusting relationships that have developed. For example, children enjoy sharing their play ideas and smile happily as they are given praise and encouragement.
- Overall, all children are engaged and motivated. However, at times during the routine, the childminder does not swiftly recognise when the youngest children would benefit from interaction. For instance, at mealtimes, they do not sit near the table where everyone else is seated. Therefore, compared to the older children, their learning opportunities are not as strong during these times. However, children are safe and well supervised throughout.
- The childminder fully supports children to develop good communication skills. For example, she asks children thought-provoking questions and gives them time to think and answer. Younger children babble happily and listen to sounds and songs intently.
- Overall, the childminder has a good grasp of how to support children to develop

a good understanding of the importance of health and hygiene. For example, children follow thorough handwashing routines and have a healthy and balanced lunch. However, the childminder does not consistently provide children with a healthier option for snack. She does not speak to children about the benefits of healthy eating more thoroughly to extend their understanding further.

- The childminder ensures children have good opportunities to learn about other people's similarities and differences outside of their own experiences. This includes talking about different festivals. For instance, children create Welsh flags as they talk about St David's day.
- The childminder establishes positive relationships with parents. She shares regular photos and videos of what children have enjoyed doing. The childminder encourages parents to share children's achievements from home. She successfully provides a good link between home and her setting.
- The childminder evaluates her practice effectively. Together with her assistants, she reflects daily on how well they have engaged children. The childminder and assistants observe each other teach children and share constructive and helpful feedback. They use their findings to support their future performance.
- The childminder and her assistants are keen to keep up to date and build on their good knowledge and skills. They carry out regular independent reading and research. The childminder has recently attended training to develop her knowledge of how to support children to have positive emotional well-being. For example, children now routinely talk about their emotions and understand that their feelings are valid.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants have a good knowledge and understanding of safeguarding and child protection policies and procedures. They fully understand the signs and symptoms of potential abuse to be vigilant for. This includes wider issues such as radicalisation and extremism. The childminder knows who to contact to seek advice and how to raise and follow up any concerns. This includes knowing how to manage any allegations raised against herself or her assistants. The childminder fully understands her full roles and responsibilities. This includes understanding what is a notifiable event to Ofsted.

What does the setting need to do to improve?

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

- review and improve the organisation of mealtimes to ensure younger children are fully engaged in the potential learning opportunities
- provide children with more consistent opportunities to fully understand the benefits of making healthy choices.

Setting details

Unique reference number	2575490
Local authority	Medway
Inspection number	10245990
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 12
Total number of places	9
Number of children on roll	31
Date of previous inspection	13 June 2022

Information about this early years setting

The childminder registered in 2020. She is located in Gillingham, Kent. She works with two assistants. One of the assistants holds a relevant early years qualification at level 2. The childminder cares for children from Monday to Friday, from 7am to 6pm, all year around. She receives funding to provide free early education for children aged two and three years.

Information about this inspection

Inspector

Kelly Hawkins

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the practice.
- The inspector carried out a learning walk with the childminder. The inspector assessed the impact of the quality of interactions and the learning opportunities she provides children.
- The inspector viewed the indoor and outdoor learning environments.
- Written documentation was reviewed. This included safeguarding and child protection policies and procedures.
- During the inspection, the inspector spoke to the childminder, her assistants and children at convenient times and considered their views.

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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