

Childminder report

Inspection date:

13 June 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children have strong relationships with the childminder and her assistant, and they appear happy and safe in their care. The childminder gives children cuddles when required to help them settle quickly. She is attentive and meets children's care needs well.

The childminder has high expectations for children's behaviour. They behave well and use good manners, such as please and thank you. Children respond positively to the continual praise and encouragement from the childminder and her assistant, which helps raise their self-esteem. Children are confident.

Children are gaining an understanding of healthy lifestyles. They follow health and hygiene routines with confidence and engage in discussions about healthy food choices. Children have daily opportunities for fresh air and exercise during trips out to parks and playgroups.

Although children enjoy a suitable range of resources to choose from, the childminder does not ensure that the curriculum is ambitious enough to help to sustain their engagement in learning. The childminder and her assistant do not consistently provide enough challenge to children's learning or help them build on what they know and can already do.

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

- Children develop their independence. The childminder provides them with various opportunities to complete age-appropriate tasks for themselves. For instance, she encourages children to put on their shoes ready for the garden. Children make independent choices in their play, based on their individual interests. Older children are self-sufficient in meeting their own hygiene needs and know to thoroughly wash their hands before snack and mealtimes. These opportunities ensure children develop some important skills in preparation for starting school.
- Although activities generally lack focus and challenge to help children to engage for longer periods of time, the childminder does plan a range of experiences. She supports the children's social development effectively. Children go out on regular outings into the local environment, such as childminding groups, local parks and rides on the bus. This helps children to develop a knowledge of their local community.
- Most children develop suitable communication and language skills. When the childminder and her assistant engage with the children in their play, they clearly emphasise keywords within her interactions. They introduce some new vocabulary and model the correct pronunciation of words. This helps to support

children's understanding and speaking skills.

- The childminder does not share regular information with other early years settings that children attend, or other professionals involved in children's care and learning. Children are not consistently provided with a continued approach to their learning.
- The childminder reflects on her practice and the experiences she provides for children. She shares ideas with other childminders and gathers the views of parents to help evaluate what she does. She is dedicated to the service she provides.
- Partnerships with parents are effective. The childminder communicates daily with parents to share what children have done each day. Parents praise the childminder and assistants for their caring nature, and they are pleased that their children are happy to attend.
- The childminder is keen to develop her skills and knowledge. She attends training courses and shares ideas with other childminders. However, the childminder and assistant do not focus well on their professional development in relation to developing the curriculum, to help children to remain engaged in purposeful play.
- Children are developing an understanding of diversity beyond their immediate family. For example, the childminder ensures that the environment includes positive cultural images, books and role-play resources to explore.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants complete regular training to help them safeguard children and keep their knowledge up to date. They understand their role and responsibility in keeping children safe. The childminder and her assistants know the signs that may indicate a child is at risk of harm. This includes female genital mutilation and the risks in the 'Prevent' duty guidance. They understand the procedures to follow should they have concerns.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
implement a curriculum that offers challenge to children's learning and helps them to become deeply engaged in their play	13/09/2022

improve partnership working with other professionals and early years providers where children attend to ensure that information is shared to help to provide a continued approach to children's learning.	13/09/2022
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To further improve the quality of the early years provision, the provider should:

- build on training and professional development to ensure that children receive consistently good-quality purposeful play.

Setting details

Unique reference number	2575490
Local authority	Medway
Inspection number	10239458
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 14
Total number of places	9
Number of children on roll	31
Date of previous inspection	Not applicable

Information about this early years setting

The childminder was registered in 2019 and lives in Gillingham. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works alongside two assistants.

Information about this inspection

Inspector

Kimberley Luckham

Inspection activities

- This was the first routine inspection the childminder 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, assistant 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 and assistant 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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