

Childminder report

Inspection date: 17 October 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 enjoy the time they spend with the nurturing and caring childminder. They feel safe, secure and eager to learn. Children enjoy exploring the wide range of activities available to them. They concentrate well during activities that appeal to them, and which are planned around their interest. For example, children spend a long time talking about their family, while exploring the small world family figures. The childminder engages older children in discussions, modelling new words and explaining their meaning.

Children form strong relationships with the childminder. Younger children demonstrate confidence to explore and check in with the childminder for a cuddle and support when needed. Children become independent. They start to manage their personal needs, such as washing their hands before meals and feeding themselves.

Children's physical, social and emotional well-being are supported well. Children get plenty of fresh air and exercise. They benefit from interesting outings to a variety of locations, both local and further afield, such as to the beach and local castles. Children enjoy walking and learning about the natural world. They attend local playgroups where they interact and play with other children.

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

- Children make good progress in their learning and development. The childminder observes and assesses children's development effectively. She uses her knowledge of the children to plan activities based on their interests. The childminder combines children's individual next steps and learning needs into daily craft activities. For example, older children enjoy mixing and picking up resources using tongs and spoons, while young children enjoy more sensory activities. This supports children's development of fine motor skills, in readiness for their next stage of learning.
- Overall, children do well in their speech and language development. The childminder provides children with a language-rich environment. She gives them clear instructions and talks to them about what is happening. They regularly enjoy messy play, where they can explore various resources. The childminder asks children relevant questions, which are designed to extend their language and thinking skills. However, on occasion, children are not given enough time to think and respond to questions asked of them.
- Children behave well. They listen and follow simple instructions. For instance, children help tidy up the toys between activities. The childminder is a positive role model, who encourages good behaviour. She has high expectations of children. Children understand clear boundaries and are encouraged to use good

manners, such as saying 'please' and 'thank you'. The childminder praises children for their efforts and achievements. This helps them feel valued and respected.

- The childminder supports children to develop their early mathematical skills. Children are encouraged to count while engaging in a variety of activities. For instance, they count the strawberries, sticks and conkers while adding them into a jug.
- Partnership with parents is good. Parents praise the childminder for the care she provides their children. They comment that they are kept informed regularly about their children's learning and development. This is done through face-to-face feedback and messages. Parents are happy about the progress their children make in the childminder's care. They report that she is supportive and approachable.
- The childminder is aware of the different backgrounds of children in her setting. For example, children learn about the Creole traditions through books and dressing up. She recognises and helps children to celebrate their individuality. Children learn about the cultures, beliefs, traditions and values of others in the community. They celebrate different special occasions, such as Diwali and Eid.
- The childminder keeps her knowledge and understanding of child development updated. She participates in wide variety of courses, both online and face-to-face. For instance, she has recently completed a child psychology course. This helps her to understand and support children's development, learning and behaviour. The childminder plans to extend her knowledge further by participating in training, such as in relation to speech and language.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her role in keeping children safe from harm. She completes regular training, to ensure that her child-protection knowledge remains up to date. The childminder has a good knowledge of all safeguarding aspects, including radicalisation and female genital mutilation. She can recognise and identify signs and indicators of abuse. The childminder knows who to approach and what to do if she has a concern about a child or an adult, including allegations against herself. The childminder has comprehensive policies and procedures to support her practice. She has a valid paediatric first-aid certificate.

What does the setting need to do to improve?

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

- allow children more time to think and respond to questions asked of them.

Setting details

Unique reference number	2594648
Local authority	Medway
Inspection number	10251346
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 2
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Gillingham, Kent. She operates from 8am to 5pm Monday to Friday all year round, except for family holidays and bank holidays. The childminder provides funded childcare for two-, three- and four-year-old children. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Oshra Murphy

Inspection activities

- This was the first routine inspection the childminder has 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 setting.
- The inspector took account of the views of parents through written feedback and discussion.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed interactions between the childminder and children and reviewed the impact on children.
- 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.

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