

# Childminder report

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Inspection date: 9 March 2023

|                                              |                |
|----------------------------------------------|----------------|
| <b>Overall effectiveness</b>                 | <b>Good</b>    |
| The quality of education                     | <b>Good</b>    |
| Behaviour and attitudes                      | <b>Good</b>    |
| Personal development                         | <b>Good</b>    |
| Leadership and management                    | <b>Good</b>    |
| Overall effectiveness at previous inspection | Not applicable |

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are happy and settled at the childminder's house. The childminder wants all children to make good progress during their time in her care. Children make good progress. They independently explore the environment set up for them by the childminder who takes their interests into account. The childminder and her assistant take the time to get to know children individually. This helps them assess and plan activities that stimulate and intrigue children, supporting their learning and development.

Children's physical development, resilience and social skills are supported well. They go on regular outings to the library and local playgroups. Children also enjoy regular trips to parks, where they run, climb and take age-appropriate risks.

Children demonstrate that they feel safe and secure. They form trusting and respectful relationships with the childminder and her assistant, who are kind and sensitive. Children confidently express their needs and wishes to the childminder and her assistant. They become independent as they learn to manage their own self-care. Children dress themselves, wash their hands and are supported to correctly hold the safety knife and cut their fruits. They listen and follow simple instructions. Children learn to share and take turns. They are consistently and gently reminded to do so. For instance, children are encouraged to take turns using the dough resources.

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

- The childminder and her assistant know the children well. The childminder collects all the relevant information from parents about their children's interests. She uses this information to identify children's starting points and plan a curriculum that is sequenced and designed to support children's individual next steps. Children make good progress in their learning and development from their starting points.
- The childminder and her assistant engage children in activities that interest them. However, they do not always acknowledge the quieter, less confident children. This is especially evident in adult-led activities. For instance, at circle time, the childminder mostly involves the more vocal and confident children when discussing the story. As a result, the younger and quieter children are left out and lose concentration and interest. This impacts on their attitude to learning.
- The childminder provides children with healthy snacks of a variety of fruits and vegetables. However, she does not routinely support children to understand how to make healthy choices for themselves. For instance, when talking about favourite food at lunch time, the childminder does not use these discussions to

extend children's understanding of healthy choices .

- Overall, the childminder and her assistant support children's language and communication well. They speak to children, going down to their level. However, sometimes, the childminder and her assistant speak for the children, instead of allowing them time to think and express their own ideas.
- The childminder provides a literacy-rich environment. Children enjoy singing songs and choosing their favourite stories. The childminder uses various techniques when reading to children, to ensure that reading books is a pleasant experience. She changes her intonation and uses facial expressions. Children demonstrate that they love books. For instance, they offer to read their favourite books to visitors.
- Children to develop their early mathematical skills. They count objects spontaneously as they play. For example, children count the trains as they push them along. The childminder encourages the older children to make connections between numbers and quantities of objects.
- Partnerships with parents are good. Parents comment that they are kept informed of their children's progress and their day-to-day activities. Their views are taken into account. The childminder works closely with them to find out about their children's interests, personalities and preferences. She works collaboratively with parents to support their children's development and learning, both at her setting and at home.
- The childminder is committed to improving both hers and her assistant's practice in supporting children's learning. She has recently registered on training to further her understanding of how children learn and develop. The childminder's assistant comments that she feels supported.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a good understanding of their roles and responsibility in keeping children safe from harm. They complete regular training to ensure their child protection knowledge remains up to date. The childminder and her assistant can securely identify and recognise the signs and indicators of abuse and neglect. They have good knowledge of all safeguarding aspects, including radicalisation and female genital mutilation. The childminder and her assistant know what to do and who to contact if they have a concern about a child or an adult. The childminder has comprehensive policies and procedures to support her practice.

## What does the setting need to do to improve?

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

- improve group activities, to ensure all children are included, interested and

engaged

- support children's learning and understanding of healthy eating and healthy lifestyles even further
- improve the quality of interactions and engagement, to help children to learn as much as they can, allowing them enough time to think and respond.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 2600062                                                                           |
| <b>Local authority</b>                             | Medway                                                                            |
| <b>Inspection number</b>                           | 10276009                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 2 to 4                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 12                                                                                |
| <b>Date of previous inspection</b>                 | Not applicable                                                                    |

## Information about this early years setting

The provider registered in 2021 and lives in Rainham, Kent. She offers care Monday to Friday, from 7am to 7pm, throughout the year. She receives funding to provide free early education for children aged two, three and four years. The childminder regularly works with her registered assistant.

## Information about this inspection

### Inspector

Oshra Murphy

### 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 that into account in their evaluation of the childminder.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- Children communicated with the inspector during the inspection.
- 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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