

Childminder report

Inspection date: 5 May 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children and their families are welcomed warmly at this childminder's home. She provides cuddles and smiles at the door. Children enter, eager to play with their friends. They quickly settle to join in with songs and rhymes led by the childminder's assistants. They delight in copying the actions. Children benefit from the strong bonds they have made with adults and each other. They play well together, helping each other to set up the snack table and get their things. Older children show kindness and care towards younger children. Children's emotional well-being is supported well, and they are happy and safe.

The childminder plans an exciting and rich curriculum. She provides opportunities for children to develop their confidence and skills. For example, she takes them to a range of groups and activities within the local area, where children mix with others. She encourages children to develop a love of nature and animals. Children are excited to get ready to go to the woods, chatting animatedly about what they might find. Children show high levels of independence and self-care. They wash their hands and put on their wellington boots and coats themselves. The childminder and her assistants have high expectations for the children.

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

- The childminder is friendly and approachable. Children make strong bonds with the childminder and her assistants from the outset. For example, the childminder supports children to settle in by offering flexible sessions based on the needs of the families. This helps children to adjust to care in their new environment well.
- The childminder and her assistants work well together. The childminder is a good role model. She supports her assistants to undertake additional qualifications. Her assistants report that they feel very supported, and they enjoy their jobs.
- The childminder has focused on developing children's communication and language skills following the COVID-19 pandemic. For instance, children are provided with a language-rich environment with lots of books and stories displayed for them to access. They delight in joining in with rhymes and stories. However, at times, assistants do not always recognise opportunities to extend children's learning, and this impacts on them making progress in their own areas of interest.
- The childminder encourages the children to be confident and independent learners. They demonstrate strong independence skills, stacking chairs and putting their toys away. They know the routines of the setting well. They support each other when getting ready to walk to the woods, putting on their jackets and holding hands.
- Parents say that they could not do without the childminder. They talk highly of

the progress their children have made with their confidence, speech and physical skills. They talk about how well the childminder supports them as parents and carers. They particularly reference how caring their children are towards animals and the interest they have in nature.

- Children with special educational needs and/or disabilities are well supported. The childminder works well with external agencies to provide support for children and families. The childminder and her assistants are calm and patient. They encourage children and frequently praise them, which supports their self-esteem and confidence.
- Children display positive behaviour and attitudes. Children sustain high levels of concentration during their learning. For example, they become engrossed in looking through magnifying glasses and trying to identify bugs as they find them in the woods. This helps to develop children's curiosity and understanding of the world.
- The childminder has good relationships with other local childminders and regularly attends groups to support her own practice. She attends online training to extend her knowledge, such as developing her understanding of outdoor learning. This supports the practice and provision offered to children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder's home is secure. The childminder has risk assessed her property and has procedures in place regarding her pets to help ensure that children are safe. The childminder knows where and who to go to if she has concerns about a child or if an allegation is made about her or her assistants. She has effective systems in place for the sharing of information. The childminder and her assistants have a robust understanding of the signs and symptoms of abuse and confidently share where they would go for advice and support if they have concerns.

What does the setting need to do to improve?

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

- provide additional coaching and modelling of good practice for assistants to help them recognise all opportunities to extend children's learning, particularly in relation to their own interests.

Setting details

Unique reference number	2618299
Local authority	Kent
Inspection number	10281028
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 4
Total number of places	9
Number of children on roll	13
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Chatham, Kent. She offers care from 7am to 5pm on Monday and Friday, and 7am to 6pm on Tuesday, Wednesday and Thursday, all year round. She also offers overnight care. She employs two assistants. The childminder and her assistants have relevant early years qualifications. The childminder accepts funding for the provision of education for children aged two, three and four years.

Information about this inspection

Inspector

Victoria Salisbury

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 provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the interactions between the childminder, her assistants and the children.
- Parents and carers shared their views of the setting with the inspector.
- 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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