

# Childminder report

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Inspection date: 5 July 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 form a strong bond with the warm, nurturing childminder and feel safe and secure in her care. As a result, children are happy and settled.

Children benefit from a range of opportunities and experiences outside of the childminder's home. The childminder takes children out to places of interest, such as local groups, the church and play parks. Children enjoy attending various local toddler groups, where they mix with a larger group of children. The childminder provides plenty of opportunities to help to enhance the children's physical development. For instance, children confidently ride down the garden slope on bicycles and ride-on toys. This helps the children to develop good balance and coordination skills. The childminder promotes good hygiene routines. Children understand to independently wash their hands before snack and mealtimes and wipe their own faces clean.

The childminder has high expectations for the children and communicates these effectively to them. Children behave well and learn to use good manners, share and take turns. Children are learning the importance of caring for animals. For instance, they very gently stroke the pet dog and understand when he needs to rest. Children respond positively to the continual praise and encouragement from the childminder, which helps to raise their confidence and self-esteem.

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

- The childminder gets to know the children well from the start. She gathers information from parents and finds out about children's interests and current skills. Observations and ongoing assessments are used to track children's progress and identify their next steps in learning. This ensures that any gaps in learning are addressed quickly and helps children to make good progress from their starting points.
- Children develop a love for books and stories. They enjoy sharing books with the childminder as well as accessing books independently. They recall their favourite stories throughout the day as they dress up and engage in role play. Children listen intently as the childminder reads with enthusiasm. They show delight when they listen to familiar stories and anticipate what comes next.
- Children develop good communication and language skills. Overall, the childminder supports them well. For instance, she introduces new vocabulary during activities and provides a clear narrative to support children's understanding and help them to follow instructions. However, there are times when the childminder steps in too quickly and does not give children enough time to think and respond to her questions.
- The childminder networks with other childminders to share ideas. She meets up

regularly with them, and the children engage in activities together. Children benefit from socially interacting with larger numbers of children. As a result, they become confident in new social situations.

- The childminder provides children with opportunities to be creative and develop their mark-making skills. Children focus and concentrate intently as they colour and stick animal pictures on woodland scenes, inspired by their story time. They carefully hold their pens and persevere to complete their artwork. Children acquire a good range of key skills in preparation for their next stages of development and eventual move on to school.
- Partnerships with parents are strong. Parents are complimentary about the childminder. They describe the childminder as 'kind' and 'welcoming'. The childminder communicates daily with parents to keep them updated about their children's care needs and achievements. Parents appreciate the advice the childminder offers them about how to support their children at home. However, the childminder has not fully established partnerships with other settings that children attend. She does not share children's next steps and provide continuity in their learning.
- The childminder is committed to ongoing improvements of her service. She keeps up to date by completing mandatory training, such as first aid and safeguarding. She accesses some targeted training after reflecting on her own knowledge. For instance, the childminder has increased her knowledge and skills on identifying and supporting children with special educational needs and/or disabilities.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has good safeguarding knowledge and has completed relevant training. She understands her legal duty to protect children from harm and recognises the potential signs and symptoms of abuse. The childminder knows who to contact if she is concerned about a child's safety or if an allegation is made against a family member living in her household. She risk assesses effectively to minimise potential risk and teaches children to understand and follow safety rules, such as when using the trampoline. This helps children to identify, understand and safely manage their own risks during play.

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

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

- enhance children's learning by providing them with the time they need to process and respond to questions, before moving them on
- strengthen partnership working to ensure consistency and continuity for children who attend more than one setting.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 2631362                                                                           |
| <b>Local authority</b>                             | Medway                                                                            |
| <b>Inspection number</b>                           | 10295639                                                                          |
| <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>                      | 4                                                                                 |
| <b>Number of children on roll</b>                  | 6                                                                                 |
| <b>Date of previous inspection</b>                 | Not applicable                                                                    |

## Information about this early years setting

The childminder registered in 2021 and lives in Gillingham, Kent. She operates for most of the year from 7am to 5.30pm, Monday to Friday. The childminder provides funded early education for three- and four-year-old children.

## 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 that into account in their evaluation of the setting.
- The childminder showed the inspector around her premises and discussed how the early years provision and the curriculum are organised.
- The inspector held discussions with the childminder at appropriate times during the inspection.
- A sample of documents was reviewed by the inspector.
- Parents' views were taken account of by the inspector.

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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