

Childminder report

Inspection date: 23 October 2024

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

The childminder has built close relationships with the children in her care. She works closely with parents when children start, to create a unique settling-in period that meets their individual needs. This supports children's well-being. Children feel safe and secure and approach the childminder to join their play. Children become deeply engaged in activities they enjoy, such as throwing small balls that stick to a target. These activities support them to develop their fine motor skills and hand-eye coordination.

The childminder is a good role model and has high expectations for behaviour. Children are polite and have good manners. They say 'please' and 'thank you', and on the rare occasion they forget, the childminder gently reminds them. Children share with the childminder, telling her, 'it's your turn' when playing games. They know to take their shoes off when they come in from outside and put them away. Children freely choose from a range of resources and understand to tidy away before getting more out. The childminder's clear and consistent approach helps children know what is expected of them.

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

- Children benefit from the meaningful learning experiences that the childminder provides. This is because she thinks carefully about what she wants children to learn. Children's needs and interests are considered when she plans learning experiences. For example, she follows an interest in animals and sets up a farmyard with a range of natural resources to support fine motor skills. These experiences help children move on in their learning. All children, including children with special educational needs and/or disabilities, make good progress in their learning.
- Children are learning good communication and language. The childminder narrates and talks to children frequently during the day. She listens carefully to children's attempts to communicate and repeats back the correct words. She role models new words such as 'tractor' when playing with the farmyard. These experiences help children extend their vocabulary.
- Children are learning good mathematical skills that are appropriate for their age. The childminder uses every opportunity to count while playing. For example, she counts one, two, three, go when going down the slide and counts pieces when building a tower. Children copy numbers and use some in order. This gives children a good base for their next stage in learning.
- The childminder supports children in their play. She offers different resources and sits at their level while they explore. However, at times, she does not build on spontaneous opportunities to develop learning further. For example, on occasion, she does not support children to further investigate the things that

interest them, to fully extend their learning.

- Children have the opportunity to develop and learn about healthy lifestyles. The childminder offers a range of healthy fruit to eat and water to drink at snack time. At lunchtime, children enjoy a selection of fruit and vegetable. Children understand good hygiene and wipe their hands before eating. The childminder has carefully planned a range of activities in the outside environment. Children enjoy kicking balls, digging, climbing and sliding to develop their physical skills.
- Children enjoy a wide range of opportunities outside the childminder's home. For example, children enjoy trips to a local playgroup, a nature reserve and the library. The childminder is mindful of offering a range of opportunities to broaden children's experiences and knowledge of the wider world.
- The childminder keeps up to date with mandatory training, such as first aid. She works closely with other childminders to share ideas. However, she does not fully focus her professional development to consistently build on and develop her knowledge and skills over time to help continually improve the quality of children's experiences.
- Partnerships with parents are good. Parents are happy with the care and education the childminder offers their children. The childminder regularly shares photos and information about their children's progress and ideas to continue at home. Children benefit from a shared approach to learning.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interest first.

What does the setting need to do to improve?

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

- strengthen support for children to build on and extend their learning during spontaneous play
- target professional development opportunities more precisely to help continually raise the quality of the provision.

Setting details

Unique reference number	2687971
Local authority	Medway
Inspection number	10367864
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	0 to 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022. She lives in High Halstow, Kent. She cares for children all year round, from 7.30am to 5.30pm, Monday to Thursday. She provides funded care and early education for children aged from nine months to four years.

Information about this inspection

Inspector
Janine Scott

Inspection activities

- The childminder and the inspector completed a learning walk together and discussed the early years foundation stage curriculum and how the childminder supports children's next steps in their development.
- The inspector observed the interactions between the childminder and the children, both indoors and outdoors.
- The inspector spoke with parents and read written testimonials during the inspection and took account of their views.
- The inspection looked at relevant documentation, including paediatric first-aid and suitability checks.

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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Piccadilly Gate
Store Street
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